DISTRICT 86
JOLIET
PUBLIC SCHOOLS

Teacher Evaluation Framework

Revised November 2023

DRAFT

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PERA REQUIREMENTS

COMPLIANCE REQUIREMENTS of PERA

OBSERVATION REQUIREMENTS UNDER PERA

NON-TENURED Years 1-3	TENURED Proficient & Excellent	TENURED Needs Improvement	TENURED Unsatisfactory
A minimum of three (3) observations shall be required each school year: **Two (2) must be formal observations** *(formal observations include both a pre-and-reflection observation conference)*	A minimum of two (2) observations shall be required each evaluation cycle: **One (1) must be a formal observation** *(formal observations include both a pre-and- reflection observation conference)*	A minimum of three (3) observations shall be required each evaluation cycle: Two (2) must be a formal observation *(formal observations include both a pre-and-reflection observation conference)*	A minimum of three (3) observations shall be required each evaluation cycle: Two (2) must be a formal observation *(formal observations include both a pre-and-reflection observation conference*

Formal and Informal Observations Requirements under PERA

PRE-OBSERVATION CONFERENCE

Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.

A. Formal Observation: Teacher submits in advance of conference a written lesson or unit plan and/or other evidence of planning for instruction to be observed. Evaluator will discuss and make recommendations for areas of focus during the observation.
B. Informal: No pre-conference requirements are defined.

OBSERVATION OF PROFESSIONAL PRACTICE

Evidence of professional practice is collected through the use of multiple observations that include formal and informal observations and focus upon acquiring evidence of the teacher's planning, instructional delivery, and classroom management skills.

A. Formal Observation: Minimum of 45 minutes at a time, or a complete lesson, or during an entire class period
B. Informal Observation: No observation requirements are defined.

DOCUMENTATION OF PROFESSIONAL PRACTICE

Following a formal observation, the evaluator provides feedback to the teacher.

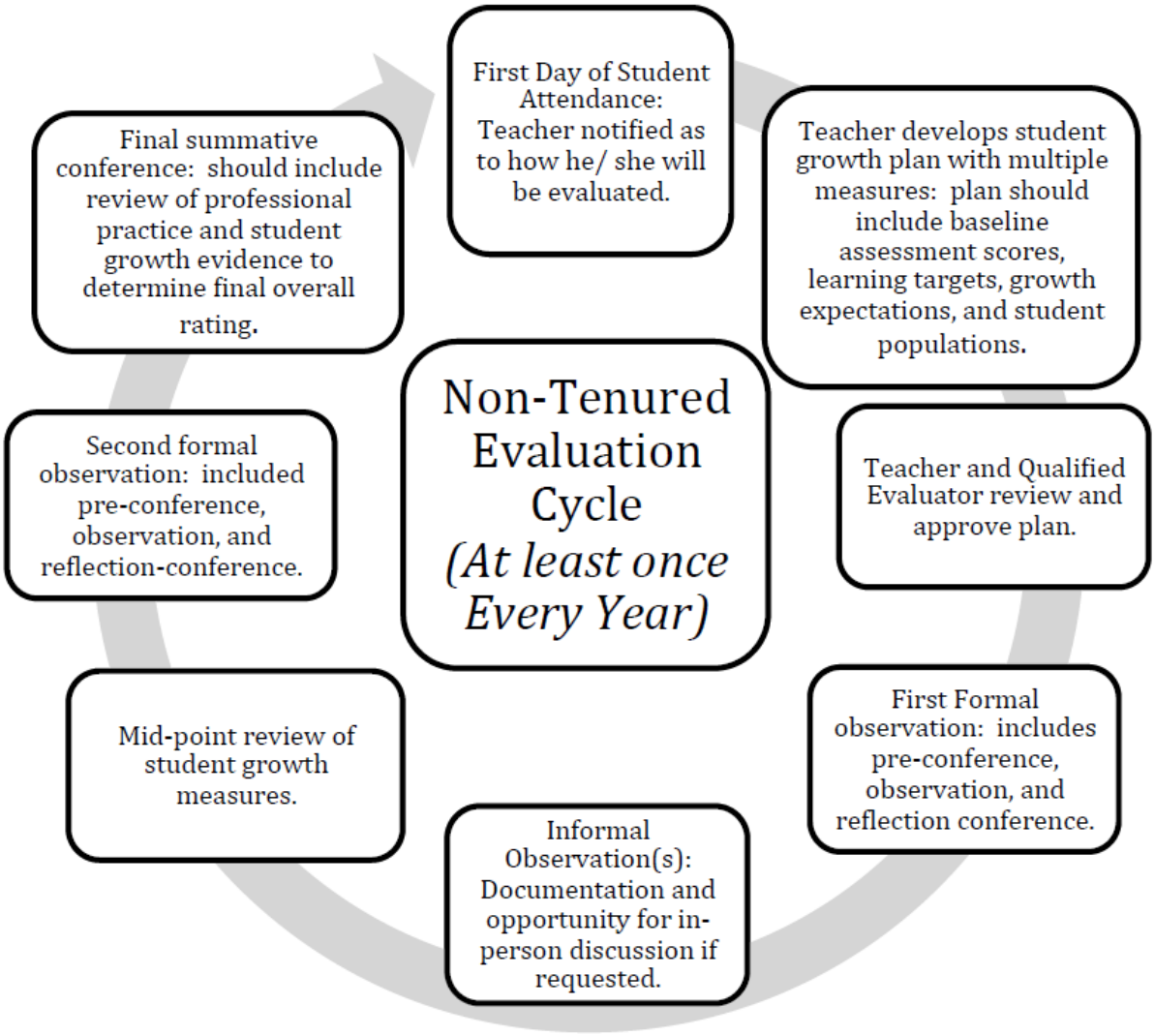
A. Formal Observation: The evaluator provides feedback following a formal evaluation to the teacher in writing (electronic or paper).
B. Informal Observation: The evaluator provides feedback to the teacher in writing (electronic or paper).

POST-OBSERVATION CONFERENCE

A. Following a formal observation, the evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice.
B. Informal Observation: Evaluator shall meet with the Teacher to discuss evidence collected and provide feedback.
C. Teacher may provide additional information or explanation about the lesson presented.
D. Informal Observation: Evaluator must provide the Teacher an opportunity to have an in-person discussion following observation.

COMPLIANCE REQUIREMENTS of PERA

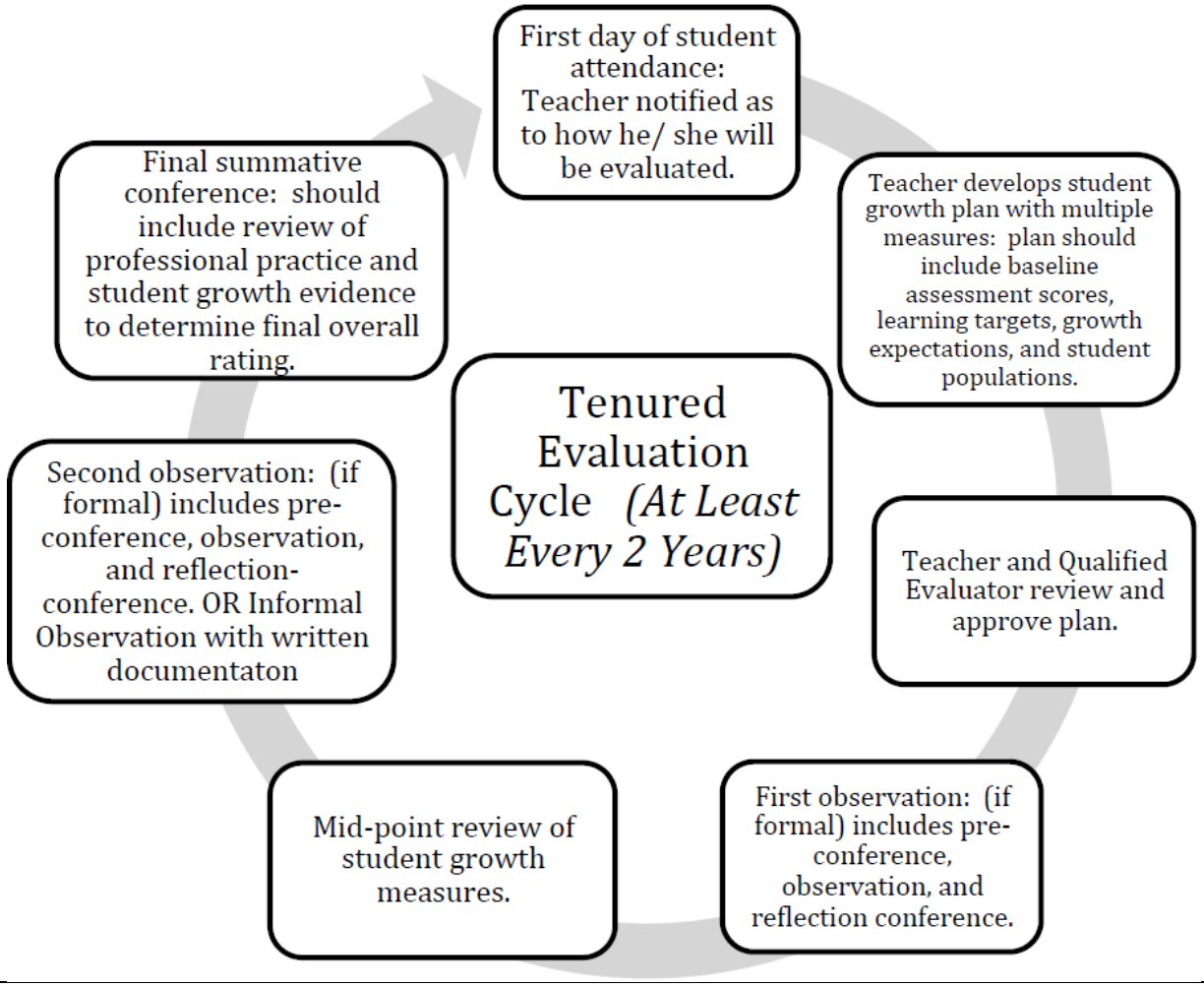
NON-TENURED EVALUATION CYCLE REQUIREMENTS UNDER PERA



Non-Tenured Teachers – "Each School Year"		
Professional Practice	1st Observation: Pre-Conference + Observation + Reflection-Conference	**RATING**
	2nd Observation: Pre-Conference + Observation + Reflection-Conference	
	3rd Observation: Pre-Conference + Observation + Reflection-Conference **OR** Informal Observation with written feedback and an opportunity for in-person discussion	
Student Growth	Teacher develops student growth plan using baseline data, identify learning objectives, establish growth expectations, and establish student population	**RATING**
	Plan Approval Conference: Qualified evaluator approves teacher's plan	
	Mid-Point Review: "Teacher should use data to assess his or her progress and adjust instruction, if necessary"	
	Final data review of student growth assessments	
Performance Evaluation Summative Rating Percent Based on PERA Joint Committee Determination		

COMPLIANCE REQUIREMENTS of PERA

TENURED EVALUATION CYCLE REQUIREMENTS UNDER PERA



Tenured Teachers **(Rated "Excellent" or "Proficient" in last evaluation)*** – "At least Once Every Two Years"		
Professional Practice	1st Observation: Pre-Conference + Observation + Reflection-Conference	**RATING**
	2nd Observation: Pre-Conference + Observation + Reflection-Conference **OR** Informal Observation with written feedback and an opportunity for in-person discussion	
Student Growth	Teacher develops student growth plan using baseline data, identify learning objectives, establish growth expectations, and establish student population.	**RATING**
	Plan Approval Conference: Qualified evaluator approves teacher's plan	
	Mid-Point Review: "Teacher should use data to assess his or her progress and adjust instruction, if necessary"	
	Final data review of student growth assessments	
Performance Evaluation Summative Rating Percent Based on PERA Joint Committee Determination		
** Tenured Teachers rated "Needs Improvement" or "Unsatisfactory" shall be evaluated in the next school year after the rating was issued.* *The cycle for that teacher will require the same number of observations as the non-tenured teachers.*		

GLOSSARY

	GLOSSARY
ADAPTIVE CONDITIONAL MEASUREMENT MODEL	A measurement model used to analyze assessment data to determine student growth that consists of at least a collection of baseline data that is used to determine student growth expectations for all students or for individual and/or groups of students and the recording of student outcomes in comparison to the growth expectations identified. Predicts student performance using past data. Under this model, teachers may consider a variety of precursor factors that may impact the current status of a student or a group of students.
ARTIFACT	Any piece of evidence that demonstrates planning, classroom management, instruction/delivery, professional responsibilities, and subject competency: • This evidence should be aligned to components of the Danielson Framework. • **Artifacts are required to be submitted by the teacher for the evaluator to review as part of the Formal Observation Process for the Pre-conference and Post Conference.** • If a teacher submits additional artifacts, they should contact their evaluator. • The evaluator's scripted notes will also serve as an artifact and will be given to the teacher after each observation. • A list of example artifacts can be found in the evaluation rubrics within the JPSD86 Framework.
ASSESSMENT	Any instrument that measures a student's acquisition of specific knowledge and skills. Assessments used in the evaluation of teachers, principals, and assistant principals shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards.
ASSESSMENT TYPE I	A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scores by a non-district entity, and is administered either statewide or beyond Illinois. *Examples: College Board's PSAT, Renaissance STAR*
ASSESSMENT TYPE II	An assessment developed or adopted and approved for use by the school district and intended to be used on a district wide basis by all teachers in a given grade or subject area. *Examples include collaboratively developed common district assessments, curriculum tests and assessments designed by textbook publishers.*
ASSESSMENT TYPE III	An assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. *Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, and assessments of student performance* and assessments designed by staff who are subject or grade level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.
CODED NOTES	Evidence collected during a formal observation or an informal observation aligned to components of the Danielson Framework.
COMMON CORE	The Common Core State Standards are a set of expectations that define what U.S. students at every grade level should be learning in math and reading. The standards are designed to help students succeed, ensure education is consistent from school to school, and provide benchmarks for teachers and parents to determine if a child is on track. Forty-two states and the District of Columbia have adopted the standards, which were developed through a state-led effort.
CONSENSUS	A form of group decision-making that results in the consent of all participants; gaining consensus requires all group members to contribute, share in the final decision, and support the final decision.
DATA	Test scores, student work samples, anecdotal notes, perception survey, student reflections, etc.
DOMAIN	Distinct aspect of teaching as described in Charlotte Danielson's Framework for Teaching which includes: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.
FEEDBACK	Information provided to the teacher that describes areas of strength, areas of needed growth, areas of needs improvement or unsatisfactory, and recommendations for improvement. This information is to be included for all observations in written form. Additional feedback may be given verbally by engaging in meaningful dialogue.
FORMAL OBSERVATION	A specific window of time that is scheduled with the teacher for the qualified evaluator, at any point during that window of time, to directly observe professional practices in the classroom or in the school.
FORMATIVE	An ongoing, reflective process of observation, data collection, feedback and conversation between a teacher and evaluator for the purpose of improving teaching and student learning. No rating of teacher performance is recorded unless the teacher is headed down a path of "needs improvement" or "unsatisfactory."
FORMATIVE ASSESSMENT	Assessments that support learning during the learning process (assessment *for* learning). They check for understanding along the way and guide teacher decision-making about future instruction; they also provide feedback to students so they can improve their performance. Formative assessments help teachers differentiate instruction and thus improve student achievement.

	GLOSSARY
FRAMEWORK	The Danielson Framework for Teaching is a researched-based rubric that outlines the standards for professional practice. It is comprised of twenty-two components within four domains.
GAIN-BASED MEASUREMENT MODEL	The average in student scores from one assessment to the next by subtracting their pre-test scores from post-test scores.
HIGH-QUALITY ASSESSMENT	Use the Six Steps of the Design Process: 1. Identify Purpose for Assessment, 2. Clarify Learning Targets, 3. Develop Assessment Table, 4. Select Methods and Develop Items, 5. Check Formatting, and 6. Design Scoring Method. Along with using the Six Step of Assessment Design and the Evaluation criteria, involve students and reflection to monitor the process.
INFORMAL OBSERVATION	Observations of a teacher by a qualified evaluator that are not announced in advance of the observation and not subject to a minimum time requirement. If the evaluator determines that the data and evidence collected may result in a "needs improvement" or "unsatisfactory" summative performance rating, the evaluator shall notify the teacher of that determination.
INTERVAL OF INSTRUCTION	The period of time during which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills.
JOINT COMMITTEE	In each school district, a Joint Committee composed equally of representatives selected by district officials and teachers (or, where applicable, teachers' exclusive bargaining representatives) will work to create a teacher evaluation plan that incorporates student growth measures as a significant factor. If the Committee does not agree on how to incorporate data and indicators of student growth within 180 days of its first meeting, the school district must then implement all or parts of the state default/optional evaluation system. (See Section 24A-4 of the School Code)
LEARNING OBJECTIVE	A targeted, long-term goal for advancing student learning.
MEASUREMENT MODEL	The manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills over time.
MIDPOINT REVIEW	**A required meeting between teacher and evaluator to review student growth goals/targets at the midpoint of the interval of instruction.** Growth targets and midpoint assessment data are reviewed to determine whether or not adjustments to goals/targets are warranted. Teacher and evaluator are to agree on any adjustments made. Growth targets may be modified, if necessary, provided that the teacher and evaluator discuss the instructional adjustments and mutually agree to any modifications being made. Midpoint data collection dates will be established during the initial student growth conference.
MIRRORED ASSESSMENTS	Sets are a series of comparable assessments that can measure and monitor learning over two or more points in time. They are designed with the same form, content, and level of complexity. Mirrored assessments have questions that are very similar and comparable, but not identical, to measure growth in skills.
MULTIPLE MEASURES	Multiple measures are an array of different academic assessments and relevant information sources that can be considered when rating a teacher or principal's performance. These various measures can include both indicators of student growth and educator professional practice.
MULTIVARIATE MEASUREMENT MODEL	The use of multiple outcome variables. Multivariate models are distinguished by their complexity and their ability to use a large amount of data and variables in a unified approach.
OBSERVATION	Observation used to collect evidence of professional practice aligned to the Danielson Framework for Teaching. Written feedback must be provided for all observations used for evaluation purposes. • Formal Observation- observation scheduled during a specific window of time with the teacher for the qualified evaluator to directly observe professional practices in the classroom or in the school. A formal (scheduled) observation requires a prior notice of five (5) school days to the teacher and must be preceded by a Pre-Observation Conference. A formal (scheduled) observation can be initiated by either the administrator or the teacher. A formal (scheduled) observation must begin at the start of a lesson and terminate only during a natural break. The date of the observation shall be identified on the evaluation form. Evaluators will provide coded notes within five (5) school days and feedback will be sent to the teacher within five (5) school days of the Reflection Conference. • Informal Observation- unscheduled observations that may or may not be announced in advance and are not subject to a minimum time requirement. Evaluators will provide coded notes and feedback within ten (10) school days following an informal observation.
PART 50	Illinois State Board of Education – Illinois Administrative Code. Part 50 addresses evaluation of certified employees under Articles 24A and 34 of the School Code.

	GLOSSARY
PERA	Performance Evaluation Reform Act. (Senate Bill 315; Public Act 96-0861) was passed by the Illinois General Assembly and signed by the Governor in January 2010. In summary, PERA requires, among other things, that: upon the implementation date applicable to a school district or other covered entity, performance evaluations of the principals/assistant principals and teachers of that school district or other covered entity must include data and indicators of student growth as a "significant factor".
PERA JOINT COMMITTEE	A committee composed of equal representation selected by the district and its educators or, when applicable, the exclusive bargaining representative of its educators, which shall be responsible for establishing a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating educator performance.
PERFORMANCE EVALUATION PLAN	A plan to evaluate a teacher, principal, or assistant principal that includes data and indicators on student growth as a significant factor in judging performance, measures the individual's professional practice, and meets the requirements of Article 24A of the School Code and Part 50.
PERFORMANCE EVALUATION RATING	The final rating of a teacher's, principal's, or assistant principal's performance, using the rating levels, Excellent, Proficient, Needs Improvement or Unsatisfactory, as required by Sections 24A-5(e), 34-8, and 34-85c of the School Code [105 ILCS 5/24A-5(e), 34-8, and 35-85c], that includes consideration of both data and indicators of student growth, when applicable under Section 24A-2.5 of the School Code [105 ILCS 5/24A-2.5] and Section 50.20 of Part 50, and professional practice.
POPULATION	The defined roster of students included in a Student Growth Goal.
PRE-OBSERVATION CONFERENCE	Prior to a formal observation, evaluators will meet with the teacher to discuss the lesson plan and the completed Pre-Observation Conference Questionnaire. Evaluators will give teachers at least five (5) school days' notice of the Pre-Observation Conference. The teacher will submit a completed Pre-Observation Conference Questionnaire AT LEAST 24 HRS prior to the Pre-Observation Conference.
PROFESSIONAL DEVELOPMENT PLAN	**(PDP)** Improvement plan, required under PERA, for any tenured teacher under contractual continued service who received a summative rating of "needs improvement."
PROFESSIONAL PRACTICE	The part of the evaluation that includes the four domains of the Framework for Teaching.
QUALIFIED EVALUATOR	An administrator who has completed the prequalification process required under Section 24A-3 of the School Code or Subpart E of Part 50, as applicable, and successfully passed the State-developed assessments specific to evaluation of teachers or principals and assistant principals.
REFLECTION CONFERENCE	A conference held within ten (10) school days of a formal observation for the purpose of reflecting on the effectiveness of the observed lesson. The teacher will submit a completed Reflection Conference Questionnaire AT LEAST 24 HRS prior to the Reflection Conference.
REMEDIATION PLAN	Improvement plan, required under PERA, for any tenured teacher under contractual continued service who received a summative rating of "unsatisfactory."
RESULTS	Outcomes for the Student Growth Goal that includes how many students met the established (growth) target.
SAFEGUARDS	A set of practices developed by the committee to ensure an unbiased evaluation process.
SB7	Senate Bill 7. The bill contains "education reform" provisions that were primarily intended to connect teacher hiring and dismissal to teacher performance. Many of the provisions expand on the Performance Evaluation Reform Act (PERA) of 2010 – the "Race to the Top" bill approved in January of 2010 (Public Act 96-861). Some of the provisions of the law include: • ISBE must establish a survey of learning conditions • School Board Members must attend training in the areas of Labor law, financial oversight and accountability, and fiduciary responsibilities of a school board member • Process if impasse arises in contract negotiations • Requires certain positive performance evaluations in order to attain tenure ("post-PERA"). • Teacher Reductions in Force (RIF) and teacher recall procedures would be changed from one based solely on "seniority", to one based on performance evaluations, beginning in the 2011- 2012 school year. • For tenured teacher dismissals, a teacher could request that a hearing officer be selected by the school board (the board would pay the fees and costs of the hearing officer), a mutual decision by the teacher and the board may be used to select a hearing officer (the cost of the hearing officer would be split equally between the teacher and the school board), or an alternative hearing officer selection may be used.

	GLOSSARY
SMART GOALS	**Specific Measurable Attainable Relevant Time-bound** - Area(s) of focus identified by a teacher as a result of completing a self-assessment aligned to the Danielson Framework.
STRATEGIES	Instructional strategies include all approaches that a teacher may take to actively engage students in learning. These strategies drive a teacher's instruction as they work to meet specific learning objectives.
STUDENT GROWTH	A demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time. Student growth shall represent at least 25 percent of a teacher's performance evaluation rating in the first and second years of a school district's implementation of a performance evaluation system. Thereafter, student growth shall represent at least 30 percent of the rating assigned.
STUDENT GROWTH DATA	Data gathered to measure student growth.
SUMMATIVE EVALUATION CONFERENCE	A conference held the last week in February in which the teacher receives his/her Summative Rating and signs the Summative Evaluation Form, indicating the rating was shared. The teacher will receive the Summative Evaluation Form at least five (5) school days **BEFORE** the actual Summative Evaluation Conference. The teacher will review all evidence and artifacts used to determine the overall Summative Rating. A signed and dated copy of the Summative Evaluation Form will be placed in the teacher's personnel file and a copy will be given to the teacher.
SUMMATIVE RATING	A written evaluation of a teacher's professional practice based on the combination of the Professional Practice and Student Growth ratings according to the PERA requirements, teacher performance will be rated as: excellent, proficient, needs improvement, or unsatisfactory.
TARGET (GROWTH TARGET)	A specific, measurable, objective aligned goal within a student growth plan The attainable growth students are expected to achieve by the end of the instructional period. Includes consideration of a starting level of achievement already acquired and a determination of an ending goal for the level of achievement to be reached.
TEACHER	Full-time or part-time professional employees of the school district who are required to hold a teaching certificate issued in accordance with Article 21 of the School Code or a professional educator's license endorsed for a teaching field issued in accordance with Article 21B of the School Code. "Teacher" shall not include any individual who holds a school service personnel certificate or a professional educator license endorsed for school support personnel … School counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, or school social worker. • **Classroom Teacher**- full-time certificated employees of the school district who directly impact student learning according to section 1.1 of the agreement between the Board of School Inspectors of School District No. 86 and Council #86 Joliet Elementary Teachers Union. • **Related Services**- full-time certified employees of the school district who do not directly impact student learning according to section 1.1 of the agreement between the Board of School Inspectors of School District No. 86 and Council #86 Joliet Elementary Teachers Union.
TEACHER EVALUATION FRAMEWORK	A plan to evaluate teachers that includes data and indicators of student growth as a significant factor in judging performance, measures the individual's professional practice, and meets the requirements of Article 24A-2.5 of the School Code.

DISTRICT EVALUATION AND JOINT PERA COMMITTEES

JOINT PERA COMMITTEE

Under PERA [Performance Evaluation Reform Act], District 86 was required to develop a new evaluation system of teacher evaluation, including ways to incorporate and use data and indicators of student growth into the district's teacher evaluation system starting September 1, 2016.

A requirement of PERA was to form a PERA Joint Committee composed equally of representatives selected by district officials and teachers to work to create a teacher evaluation plan that incorporates student growth measures as a significant factor. In addition, the PERA Joint Committee is responsible to support the effective implementation and use of the Teacher Evaluation Performance System.

The PERA Joint Committee worked collaboratively over many months to develop a manageable and meaningful student growth component of the Teacher Evaluation Performance System within the constructs of the PERA requirements.

All decisions were made using a consensus decision-making process, a form of group decision-making that results in the consent of all participants; gaining consensus requires all group members to contribute, share in the final decision, and support the final decision.

The committee established the following norms, which were reviewed at every meeting and recently updated:

- Start and end on time
- Actively listen and do not interrupt
- Agendas will be developed in conjunction with the committee
- Future agenda items are identified at the end of each meeting, when possible
- Complete assigned work before each meeting or by assigned due date
- Come prepared
- Limit side, on topic, conversations
- All discussions are to remain confidential until the committee decides upon the official communication
- Committee will review and agree upon decisions or changes before the end of each meeting
- The "fist to five" strategy will be used in Consensus Decision Making
- Records will be kept of all meetings demonstrating past decisions/changes
- Annual initial committee meeting will occur in November
- District communication will come from the committee as a whole

The PERA Joint Committee will gather feedback and meet in an ongoing manner to review data and make appropriate revisions to the student growth process.

BELIEFS and COMMITMENTS of the PERA JOINT COMMITTEE

The members of the PERA Joint Committee made all decisions in alignment with the following beliefs and commitments:

1. Ensuring a partnership among all stakeholders that provides ongoing, consistent, two-way communication to ensure successful implementation of the PERA student growth component.
2. The Teacher Evaluation Plan should promote teacher development leading to student growth.
3. An evaluation process that is consistent, shared, collaborative and a professional effort between teachers and evaluators.
4. Ensure a manageable and meaningful process that will genuinely improve teaching and learning.
5. Academic, physical, and social/emotional growth for all students.
6. Multiple sources of data to ensure accuracy and consistency in the evaluation process including growth measures that are reliable, valid, and consistent.

7. Training and professional development in order to allow for all staff to have a clear understanding of expectations and confidence in the consistent manner in which all evaluators will implement the evaluation process.

DISTRICT EVALUATION COMMITTEE: STATEMENT OF PHILOSOPHY

The Joliet Public Schools District 86 is committed to providing the best educational program for all children. We support a professional evaluation process that focuses on excellence. The system is based on teachers and administrators working together in the process of ongoing improvement of teaching and learning.

We believe that all staff members recognize the benefits of professional development to achieve the goals of the school and the District. All of our staff members are committed to continuous improvement of professional performance. Our evaluation process is based upon a cooperative spirit, open communication, and joint responsibility.

Our evaluation of performance is to be positive in nature and intent, focusing on the recognition of strengths. Our evaluation process also provides a means for support and improvement. The evaluation process is designed to promote excellence in teaching and learning.

CORE BELIEFS

The District Evaluation Committee is committed to:

A. a partnership between all stakeholders to ensure success in the academic environment;
B. academic, physical, social/emotional student growth;
C. using appropriate measures (maximizing trend data) and processes to accurately capture teacher performance and student learning;
D. growth measures that are reliable, valid, and consistent;
E. an evaluation process that is consistent, shared, collaborative, and a professional effort between teachers and evaluators; AND
F. ongoing, consistent, two-way communication with stakeholders to ensure successful implementation of the PERA student growth component to evaluations.

ONGOING RESPONSIBILITIES OF THE PERA JOINT COMMITTEE AND DISTRICT EVALUATION COMMITTEE:

In order to build and sustain effective student growth practices, the PERA Joint Committee and District Evaluation Committee will meet at least twice a year to review applicable feedback from evaluators and teachers to make appropriate revisions to the student growth process. The purpose of the meetings will be to ensure the performance evaluation system in District 86 is meaningful, manageable, and is effectively improving teaching and learning. The committees will be comprised of an equal number of teachers and administrators.

The PERA Joint Committee and District Evaluation Committee will be responsible for the following:

- GATHERING FEEDBACK: Feedback may be gathered in focus groups, surveys, or other means as the PERA Joint Committee deems appropriate.
- ANNUAL DOCUMENTATION/TRAINING:
  a. Evaluators will be informed of and have training related to any changes. Evaluators new to the district will receive training prior to the start of the school year or when they begin in the district as evaluators/administrators.
  b. An updated Student Growth Document will be provided to teachers on or before the first day of school.
  c. Evaluators will make sure teachers in the school are familiar with changes to the evaluation framework and student growth plan. Teachers new to the district will receive training at New Teacher Training or when they begin in the district.

ACKNOWLEDGEMENTS

Our Evaluation Framework has been developed through input and collaboration of our teachers, union officials, and administrative staff. We would like to thank the following people for their commitment to quality education for all children:

Natacia Campbell Tominov, Ed.D., Assistant Superintendent for Human Resources	Maria Arroyo, Ed.D., Director of Human Resources
Therese Skwarczynski, Social Worker	Zoe Lindstrom, Elementary Teacher
Tricia Nagel, Ed.D., Director of Teaching and Learning	Amy Mucha, Elementary Principal
Vanessa Gomez, Junior High Bilingual Teacher	Tara Neill, Junior High Teacher
Loretta Gutierrez, Student Services Coordinator	Jennifer Smith, Ed.D., Director of Special Education
Victoria Kehoe, Junior High Teacher	Kyle Sartain, Junior High Principal
Teresa Lara, Bilingual Coach	Joel Sischo, Physical Education & Health Coordinator
Debbie Martin, Elementary Teacher	Martha Summers-Romero, Junior High Teacher

TEACHER EVALUATION FRAMEWORK

TEACHER EVALUATION FRAMEWORK OVERVIEW

The primary purpose of the evaluation process is to improve instruction. Feedback will be evidence based and accompanied by support and opportunities for improvement. The District 86 Teacher Evaluation Framework will:

A. Provide a framework for professional practice that provides a shared understanding of the complexities of teaching;
B. Support a collaborative culture within our educational community leading to improved student achievement;
C. Provide a common language among teachers and evaluators;
D. Incorporate the practice of self-assessment and self-reflection throughout the evaluation process;
E. Structure professional conversations around best practices in teaching and learning;
F. Promote professional growth through a collaborative and formative analysis of practice.

The Teacher Evaluation Framework consists of both formal and informal observations and an evaluation form. Formal observations are defined as those that are scheduled with the teacher, informal being those that are unscheduled.

QUALIFICATIONS AND RESPONSIBILITIES FOR EVALUATORS

Section 24A-2.5 of the School Code defines an “evaluator” as an administrator who has fulfilled all applicable pre-qualification and retraining requirements.

A qualified evaluator has the option to conduct a summative evaluation at any time if observed performance has indicated the need to do so. This may change a teacher’s evaluation cycle. The evaluator will notify the teacher of the reason for the change in cycle before the evaluation process begins.

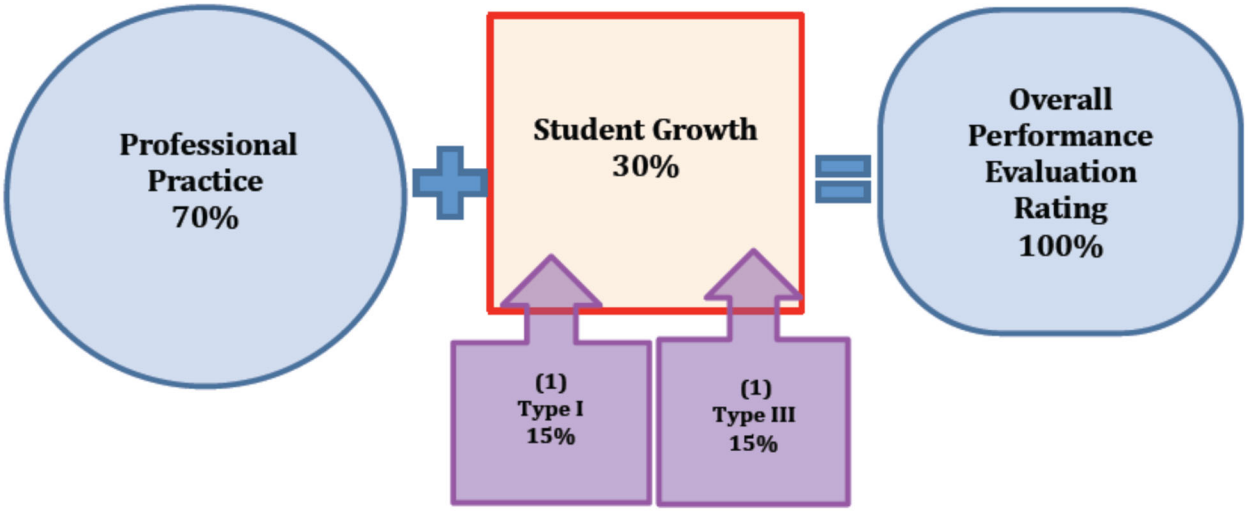
“Qualified Evaluators” are responsible for the evaluation of all teachers assigned to their building. They may delegate this responsibility to another “qualified evaluator”. The assigned evaluator must always sign off on the completed summative evaluation forms. Administrators holding the following positions are “Qualified Evaluators”.

District Evaluators:

- Assistant Superintendents
- Chiefs
- Directors
- Coordinators
- Principals
- Assistant Principals
- Academic Advisors

PERFORMANCE EVALUATION SUMMATIVE RATING

The Summative Performance Evaluation Summative Rating will combine the Professional Practice Rating and the Student Growth Rating as shown in the graphic below.



SUMMATIVE RATING CHART

The chart below will be used to combine the Professional Practice Rating and the Student Growth Rating to determine the final Performance Evaluation Summative Rating.

SUMMATIVE RATING MATRIX:

Professional Practice=70% Student Growth=30%		Professional Practice			
		Unsatisfactory	Needs Improvement	Proficient	Excellent
Student Growth	Unsatisfactory	Unsatisfactory	Needs Improvement	Needs Improvement	Proficient
	Needs Improvement	Unsatisfactory	Needs Improvement	Proficient	Proficient
	Proficient	Needs Improvement	Needs Improvement	Proficient	Excellent
	Excellent	Needs Improvement	Proficient	Proficient	Excellent

WRITTEN NOTICE

At the start of the school term (i.e., the first day students are required to be in attendance), the school district shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed. The written notice shall include:

A. A link to the rubric (e.g., The Framework for Teaching) to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating;
B. A link to the framework, which describes how professional practice and measures of student growth will be applied in determining the performance evaluation ratings of "excellent", "proficient", "needs improvement", and "unsatisfactory" as set forth in Sections 24A-5 e) and 34-85 c) of the School Code; and
C. A link to the framework, which describes the district's procedures related to the provision of professional development or remediation in the event a teacher receives a "needs improvement" or "unsatisfactory" rating, respectively, to include evaluation tools to be used during the remediation period.

SAFEGUARDS

The district will provide several safeguards in order to ensure everyone has a fair and unbiased evaluation experience. These practices were developed by the District Evaluation Committee with input from the teachers and administrators and are listed below:

1. Evaluators (administrators) will be monitored by the Assistant Superintendent of Human Resources or an appropriate District 86 representative throughout the evaluation process to ensure consistency in the implementation of the evaluation process.
   a. The Assistant Superintendent of Human Resources or an appropriate District 86 representative may be present during some facet of your observation (Pre-Observation/Reflection conference or a formal observation).
   b. Their sole purpose is to evaluate the evaluator and collect data about the implementation of the Danielson Framework.
2. If any Council #86 of the American Federation of Teachers – Local 604 member senses that the administrator is not following the evaluation process (e.g. he/she misses a deadline) the member should discuss the issue with the evaluator and bring the concerns to the attention of your Council #86 of the American Federation of Teachers – Local 604 Building Representative as soon as possible.
3. The Written Evaluation Notices will be sent to the entire staff on the first day of student attendance in the new school year.
   a. A request for reconsideration of a primary evaluator must be submitted in writing to the Executive Board of Council #86 of the American Federation of Teachers - Local 604 within 5 school days of the Written Evaluation Notice.
   b. The Executive Board will review all requests. The Executive Board may submit a request to the District to reconsider evaluation pairs for up to 5% of the staff. The Executive Board will notify the teacher as to the status of his/her request.
   c. A subcommittee of the District Evaluation Committee (DEC) will consider requests submitted by the Executive Board. The subcommittee of the District Evaluation Committee will notify the teacher as to the status of his/her request.
   d. At the end of an evaluation cycle, which results in a performance rating, the District Evaluation Committee will re-evaluate the need for pair reconsiderations. During this time, the District Evaluation Committee will collect data to determine impact of these requests on the evaluation process.
   e. Teachers will have one primary evaluator per cycle. Other qualified evaluators working with the teachers may complete informal observations.

f. Evaluators will not change within the start of the school year, unless there has been an unforeseen emergency.

4. A subcommittee of the District Evaluation Committee will review Performance Ratings and collected evidence, annually to ensure inter-rater reliability.
5. As required by law, Council #86 of the American Federation of Teachers - Local 604 members will be notified early in the process by the evaluator if he/she is headed down a path of “needs improvement” or “unsatisfactory” based upon evidence gathered from artifacts and observations.
   a. The evaluator will provide the teacher evidence via coded notes and feedback for all observations, using the observation forms, in the electronic evaluation tool, including:
      i. the areas of “needs improvement” or “unsatisfactory”, and
      ii. recommendations/strategies for the teacher to improve
   b. The teacher will acknowledge and/or sign observation form, which provides the coded notes and/or feedback, in the electronic evaluation tool within 5 school days of receipt. The acknowledgement and signature on the observation form demonstrate receipt by the teacher.
   c. The evaluator and teacher will engage in reflective conversations.
   d. These steps ensure the teacher has adequate time to improve his/her performance. This also ensures the teacher is well informed before the summative conference.
6. Evaluators must gather evidence during informal and/or formal observations and the teacher must provide evidence in the form of artifacts uploaded to the district’s online evaluation tool. This evidence should be aligned to components of the Danielson Framework.
   a. Formal Observation Artifacts – Teachers are only required to upload artifacts for Domain 1 and Domain 4 during their Formal Observation Process.
      i. Domain 1 Artifacts – These documents should address the components of Domain 1 and be evidence of routine, embedded practice.
      ii. Domain 4 Artifacts – These documents should address the components of Domain 4 and encompass only the current evaluation cycle.
   b. Additional Artifacts –
      i. An evaluator may request supporting documentation or artifacts related to Domain 2 or 3 for an observation, which can be uploaded when requested.
      ii. If a teacher wishes to upload additional artifacts, they should contact their evaluator.
7. Evaluators will use the evaluation forms in the district’s online evaluation tool to document Coded Notes and Feedback during the Teacher Evaluation Process. These forms will also be used to document the required observations.
8. Evaluators must share with the teacher coded notes from a formal observation within 5 school days of the observation and feedback within 5 school days of the post observation conference and coded notes and feedback within 10 days of the informal observation for the evidence from the observations to be included in the teacher’s evaluation.
9. The teacher will acknowledge and/or sign the observation form, which provides the coded notes and/or feedback, in the electronic evaluation tool within 5 school days of receipt. The acknowledgement and signature on the observation form only demonstrates receipt by the teacher. Administration will close out all forms that are not
10. Evaluators must minimally conduct the number of observations required by the evaluation cycle or described in the professional development plan or remediation plan.
11. The determination of a teacher’s domain and summative rating should be the result of collaborative conversations between the evaluator and the teacher. If, however, there is a discrepancy between the observer and the teacher regarding a rating, the final rating decision rests with the evaluator.

TENURE

(105 ILCS 5/24-11 (subsection d)): “For any teacher who is first employed as a full-time teacher in a school district or program on or after the PERA implementation date, the probationary period shall be one of the following periods, based upon the teacher's school terms of service and performance…”:

- *SB1872*
    1. *Teachers who receive an Excellent rating in their first two years would achieve tenure at the beginning of their 3rd year of employment.*
    2. *Teachers who receive a Proficient rating in their second and third years would achieve tenure at the beginning of their 4th year of employment.*
    3. *Effective for teachers hired for the 2023-2024 school year.*

(105 ILCS 5/24-11) Amends the Employment of Teachers Article of the School Code. Makes changes to the probationary periods pertaining to attaining contractual continued service. For the first probationary period, requires the teacher to be employed for 3 (rather than 4) consecutive school terms of service in which the teacher receives overall annual evaluation ratings of at least "Proficient" in the second and third school terms (rather than overall annual evaluation ratings of at least "Proficient" in the last school term and at least "Proficient" in either the second or third school term). For the second probationary period, requires the teacher to serve for 2 (rather than 3) consecutive school terms of service in which the teacher receives 2 (rather than 3) overall annual evaluations of "Excellent". Effective July 1, 2023.

Leaves of Absences (Teachers who work less than 120 days during the school year do not receive credit for tenure/service. Teachers not receiving credit for tenure/service will be observed informally):

- Non-Tenured Teachers (working at least 120 days):
    - Will be formally observed twice.
    - May be informally observed, time permitting.
    - May have a shortened assessment interval for student growth.
- Tenured Teachers (working at least 120 days):
    - Will be formally observed at least once during their Summative or Non-Summative year.
    - Will be informally observed.
    - May have a shortened assessment interval for student growth or may complete their student growth assessment in their Summative year.

EVALUATION CYCLE TIMELINES

TWO YEAR CYCLE FOR TENURED TEACHER

NON-SUMMATIVE EVALUATION YEAR

Student Growth

March	April	May	August	September	October	November	December	January	February
			Notification **DUE: 1st Student Day of Attendance**	Informal Observations Self-Assessment Professional Practice Goal **DUE: 9/15**	Informal and/or Formal Observations **No Later Than: 2/15**				
				Student Growth Type III Pre-Conference **DUE BY: 10/30**	Student Growth Type III **DUE: Midpoint Review of the Assessment Interval (Required)**			Student Growth Type III **Post Conference (To be held within 10 days of completing the assessment interval. No later than 2/15)**	

SUMMATIVE EVALUATION YEAR

Professional Practice

March	April	May	August	September	October	November	December	January	Feb.
			Notification **DUE: 1st Student Day of Attendance**	Informal Observations Self-Assessment Professional Practice Goal **DUE: 9/15**	Informal Observations **No Later Than: 2/15** Formal Observations **No Later Than: 1/31**				
				Formal Observation **Completed BY: 1/31** Summative Evaluation Conference **Completed BY: 2/28**					

NON-TENURED TEACHER TIMELINE

<table>
<tr><th colspan="10">YEAR 1</th></tr>
<tr><th>March</th><th>April</th><th>May</th><th>August</th><th>September</th><th>October</th><th>November</th><th>December</th><th>January</th><th>February</th></tr>
<tr><td colspan="3" rowspan="3"></td><td rowspan="3">Notification
DUE: 1st Student Day of Attendance</td><td>Self- Assessment Professional Practice Goal
DUE BY: 9/15</td><td colspan="2">Formal Observation 1
Completed BY: 10/15</td><td colspan="3">Formal Observation 2
Completed BY: 1/31

Summative Evaluation Conference
Completed BY: 2/28</td></tr>
<tr><td colspan="6">Informal Observations</td></tr>
<tr><td>Student Growth Type III Pre-Conference
DUE BY: 10/30</td><td colspan="3">Student Growth Type III
DUE: Midpoint Review of the Assessment Interval (Required)</td><td colspan="2">Student Growth Type III
Post-Conference
(To be held within 10 days of completing the assessment interval. No later than 2/15)</td></tr>
<tr><th colspan="10">YEAR 2 – YEAR 3 ~~– YEAR 4~~</th></tr>
<tr><th>March</th><th>April</th><th>May</th><th>August</th><th>September</th><th>October</th><th>November</th><th>December</th><th>January</th><th>February</th></tr>
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</table>

DOMAIN PERFORMANCE RATING AND TIMELINE

ROLES AND RESPONSIBILITIES OF ALL STAKEHOLDERS

ROLE OF THE TEACHER:

A. Conduct a self-assessment and set goals based on the Danielson Framework for Teacher.
B. Understand and implement all components of the Danielson Framework.
C. Take personal responsibility for attaining a *Proficient* or *Excellent* performance rating.
D. Complete and submit Pre - Observation Conference Questionnaire MINMALLY 24 hours before the Pre - Observation Conference occurs.
E. Complete and submit Reflection Conference Questionnaire within 5 school days of receiving the Coded Notes a formal observation occurs and at least a MINIMUM 24 hours before the Reflection Conference.
F. Evaluators must gather evidence during informal and/or formal observations and the teacher must provide evidence in the form of artifacts uploaded to the district's online evaluation tool. This evidence should be aligned to components of the Danielson Framework.
    - Formal Observation Artifacts – Teachers are only required to upload artifacts for Domain 1 and Domain 4 during their Formal Observation Process.
        - Domain 1 Artifacts – These documents should address the components of Domain 1 and be evidence of routine, embedded practice.
        - Domain 4 Artifacts – These documents should address the components of Domain 4 and encompass only the current evaluation cycle.
    - Additional Artifacts –
        - An evaluator may request supporting documentation or artifacts related to Domain 2 or 3 for an observation, which can be uploaded when requested.
        - If a teacher wishes to upload additional artifacts, they should contact their evaluator.
G. The teacher will acknowledge and/or sign evaluation forms, which provides the coded notes and/or feedback, in the electronic evaluation tool within 5 school days of receipt. The acknowledgement and signature on the evaluation forms demonstrate receipt by the teacher.
H. Address concerns regarding the evaluation process with the evaluator and/or Joliet Elementary Teachers Council 86 representative.
I. Tenured Teachers: Develop and implement with the evaluator a Professional Development Plan, if required, as a result of summative performance rating of "needs improvement" based upon evidence gathered from artifacts and observations.

ROLE OF EVALUATORS:

A. Successfully complete the ISBE training for Qualified Evaluators.
B. Demonstrate competency in the Danielson Framework and District 86 Performance Evaluation Plan.
C. Notify teacher of observation cycle and evaluation assignment on or before the first day of student attendance.
D. Evaluators will not change within the evaluation cycle unless there has been an unforeseen circumstance. Teachers will be notified in writing if there is a change of evaluator. It is beneficial for tenured teachers to have the same evaluator for the entire evaluation cycle whenever possible.
E. Meet with teacher to discuss expectations based on the Danielson Framework, the evaluation process.
F. Conduct formal observations (including Pre-Observation and Post Observation Conferences) and informal observations.
G. Provide coded notes and feedback to the teacher that includes areas of strengths, areas for growth, areas of unsatisfactory and/or needs improvement, and recommendations or comments.
H. Engage in reflective conversations, as appropriate.
I. Maintain ongoing communication with the teacher about their professional practice, aligned with the Danielson Framework.
J. Notify a teacher early in the evaluation process if he/she is headed down a path of a Summative Rating of

"needs improvement" or "unsatisfactory" based upon evidence gathered from artifacts and observations.

K. Conduct Summative Evaluation Conference with the teacher and notify teacher of her/his overall performance rating.
L. Develop and implement with the tenured teacher a Professional Development Plan, if required, as a result of summative performance rating of "needs improvement" based upon evidence gathered from artifacts and observations.

OBSERVATION GUIDE

A. All observations must follow the prescribed steps and be completed by the identified due dates.
B. Following EVERY formal observation, Coded Notes will be sent to the teacher within 5 school days and Feedback will be sent to the teacher within 5 school days of the Reflection Conference.
C. Teachers will submit the Pre-Observation Questionnaire at least 24 hours prior to the Pre-Observation Conference. The teacher must provide evidence along with their Pre-Observation Questionnaire in the form of artifacts uploaded to the district's online evaluation tool. This evidence should be aligned to components of the Danielson Framework.
    1. Pre-Observation Questionnaire and Conference Artifacts – Should address the components of Domain 1 and be evidence of routine, embedded practice.
    2. Additional Artifacts –
        i. An evaluator may request supporting documentation or artifacts related to Domain 2 or 3 for an observation, which can be uploaded when requested.
        ii. If a teacher wishes to upload additional artifacts, they should contact their evaluator.
D. Teachers will submit the Reflection Questionnaire at least 24 hours prior to the Reflection Conference. Teacher must provide evidence along with their Reflection Questionnaire in the form of artifacts uploaded to the district's online evaluation tool. This evidence should be aligned to components of the Danielson Framework.
    1. Reflection Questionnaire and Conference Artifacts – Should address the components of Domain 4 and encompass only the current evaluation cycle.
    2. Additional Artifacts –
        i. An evaluator may request supporting documentation or artifacts related to Domain 2 or 3 for an observation, which can be uploaded when requested.
        ii. If a teacher wishes to upload additional artifacts, they should contact their evaluator.
E. Following EVERY informal observation, Coded Notes and Feedback will be sent to the teacher within 10 school days.
F. Evaluators may visit classrooms at any time; the Coded Notes and Feedback will be completed for every formal and informal observation that is used in the evaluation process.
G. The teacher will acknowledge and/or sign observation form, which provides the coded notes and/or feedback, in the electronic evaluation tool within 5 school days of receipt. The acknowledgement and signature on the observation form demonstrate receipt by the teacher.
H. If two observations occur within the same day – a separate observation form with the Coded Notes and Feedback will need to be completed.
I. The evaluator will provide feedback for areas of strength, areas for growth, and areas of unsatisfactory and/or needs improvement.

CHARLOTTE DANIELSON'S FRAMEWORK FOR TEACHING

DOMAIN 1
PLANNING AND PREPARATION

1a Applying Knowledge of Content and Pedagogy
- Disciplinary Expertise
- Pedagogical Content Knowledge
- Knowledge of Interdisciplinary Relationships and Skills

1b Knowing and Valuing Students
- Respect for Students' Identities
- Understanding of Students' Current Knowledge and Skills
- Knowledge of Whole Child Development
- Knowledge of the Learning Process and Learning Differences

1c Setting Instructional Outcomes
- Value and Relevance
- Alignment to Grade-Level Standards
- Clarity of Purpose
- Integration of Multiple Aspects of Student Development

1d Using Resources Effectively
- Instructional Materials
- Technology and Digital Resources
- Supports for Students

1e Planning Coherent Instruction
- Tasks and Activities
- Flexible Learning
- Student Collaboration
- Structure and Flow

1f Designing and Analyzing Assessments
- Congruence with Instructional Outcomes
- Criteria and Standards
- Planning Formative Assessments
- Analysis and Application

DOMAIN 2
LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments
- Positive Relationships
- Sense of Belonging
- Cultural Responsiveness
- Positive Conflict Resolution

2b Fostering a Culture for Learning
- Purpose and Motivation
- Dispositions for Learning
- Student Agency and Pride in Work
- Support and Perseverance

2c Maintaining Purposeful Environments
- Productive Collaboration
- Student Autonomy and Responsibility
- Equitable Access to Resources and Supports
- Non-Instructional Tasks

2d Supporting Positive Student Behavior
- Expectations for the Learning Community
- Modeling and Teaching Habits of Character
- Self-Monitoring and Collective Responsibility

2e Organizing Spaces for Learning
- Safety and Accessibility
- Design for Learning and Development
- Co-Creation and Shared Ownership

DOMAIN 3
LEARNING EXPERIENCES

3a Communicating About Purpose and Content
- Purpose for Learning and Criteria for Success
- Specific Expectations
- Explanations of Content
- Use of Academic Language

3b Using Questioning and Discussion Techniques
- Critical Thinking and Deeper Learning
- Reasoning and Reflection
- Student Participation

3c Engaging Students in Learning
- Rich Learning Experiences
- Collaboration and Teamwork
- Use of Instructional Materials and Resources
- Opportunities for Thinking and Reflection

3d Using Assessment for Learning
- Clear Standards for Success
- Monitoring Student Understanding
- Timely, Constructive Feedback

3e Responding Flexibly to Student Needs
- Evidence-Based Adjustments
- Receptiveness and Responsiveness
- Determination and Persistence

DOMAIN 4
PRINCIPLED TEACHING

4a Engaging in Reflective Practice
- Self-Assessment of Teaching
- Analysis and Discovery
- Application and Continuous Improvement

4b Documenting Student Progress
- Student Progress Toward Mastery
- Shared Ownership
- Maintaining Reliable Records

4c Engaging Families and Communities
- Respect and Cultural Competence
- Community Values
- Instructional Program
- Engagement in Learning Experiences

4d Contributing to School Community and Culture
- Relational Trust and Collaborative Spirit
- Culture of Inquiry and Innovation
- Service to the School

4e Growing and Developing Professionally
- Curiosity and Autonomy
- Developing Cultural Competence
- Enhancing Knowledge and Skills
- Seeking and Acting on Feedback

4f Acting in Service of Students
- Acting with Care, Honesty, and Integrity
- Ethical Decision-Making
- Advocacy

EVALUATION PERFORMANCE LEVELS

DETERMINING PERFORMANCE RATINGS:

The District 86 Evaluation Committee will use the Decision Rules model for determining domain and summative ratings because this method encourages collaboration and dialogue among teachers and evaluators. It is teacher-friendly and is consistent with PERA, IEA and Danielson. This method is also consistent with the way in which a teacher's grouping is determined as a result of the evaluation process. Lastly, this method is progressive in that it is a standards-based model for performance.

The *Decision Rules* operates on a set of principles that set the parameters for determining a teacher's practice rating. These rules apply to both teachers and support staff frameworks.

DOMAIN RATINGS – IT TAKES 3! COMPONENTS

The principles for determining each domain rating are outlined below. Ratings are based on evidence and artifacts gathered during the evaluation process.

- Excellent (E): An educator should receive a domain rating of "Excellent" if the educator has received "Excellent" ratings in at least half of the components of the domain, with the remaining components rated no lower than "Proficient".
- Proficient (P): An educator should receive a domain rating of "Proficient" if the educator received no more than one component rated "Needs Improvement," with the remaining components rated "Proficient" or "Excellent".
- Needs Improvement (NI): An educator should receive a domain rating of "Needs Improvement" if the educator received more than one "Needs Improvement" component rating.
- Unsatisfactory (U): An educator should receive a domain rating of "Unsatisfactory" if one component in the domain is rated "Unsatisfactory."

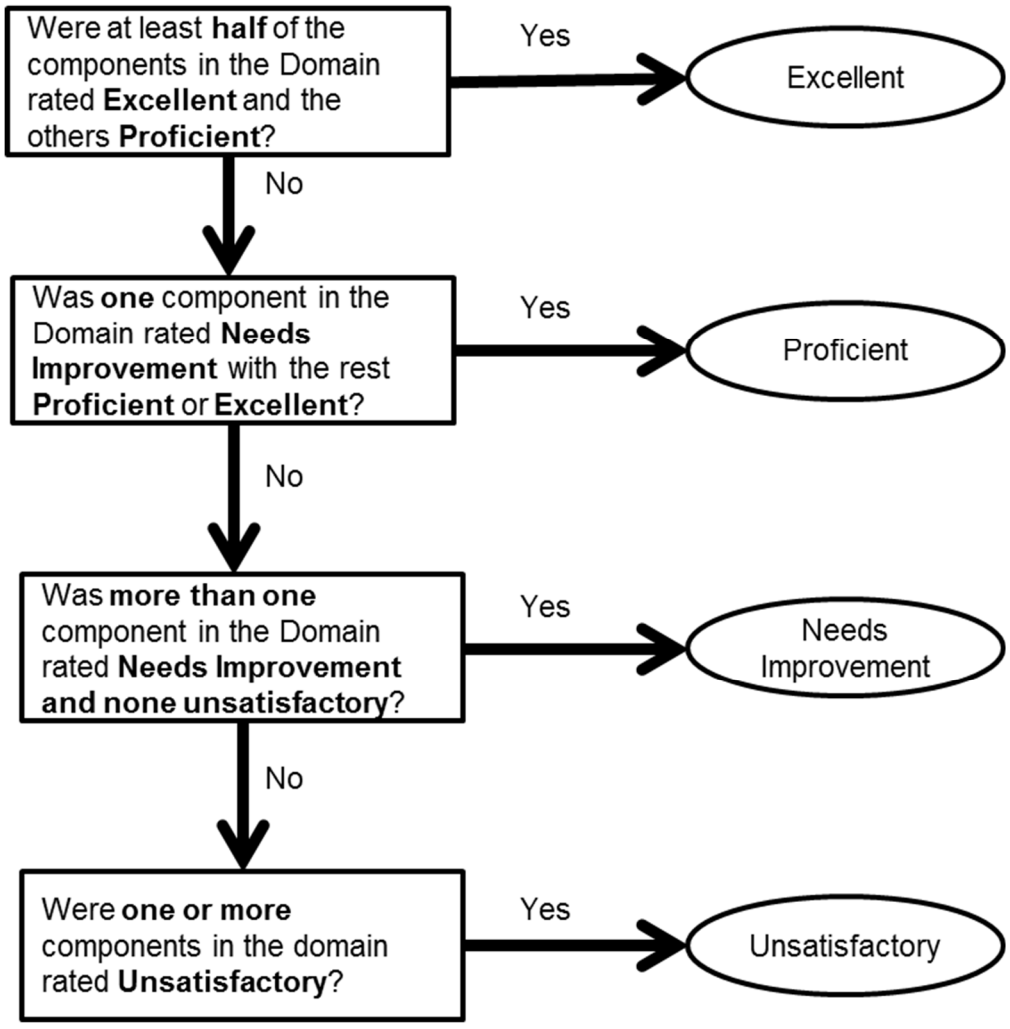
EXCELLENT	**PROFICIENT**
Half of the components rated Excellent with rest Proficient 3/6 (Domains 1 and 4) or 3/5 (Domains 2 and 3)	Only one component rated Needs Improvement with rest Proficient or Excellent
NEEDS IMPROVEMENT	**UNSATISFACTORY**
More than one component rated Needs Improvement	One or more components rated Unsatisfactory

EXAMPLE OF DOMAIN PERFORMANCE RATING

	U	NI	P	E
Domain 1: Planning and Preparation				
1a: Demonstrating Knowledge of Content and Pedagogy			✓	
1b: Demonstrating Knowledge of Students				✓
1c: Setting Instructional Outcomes			✓	
1d: Demonstrating Knowledge of Resources			✓	
1e: Designing Coherent Instruction			✓	
1f: Designing Student Assessments		✓		
Overall component rating for Domain 1	Proficient			

Proficient = A teacher should receive a domain rating of "Proficient" if the educator received no more than one component rated "Needs Improvement," with the remaining rated "Proficient" or "Excellent."

IT TAKES 3! FLOW CHART FOR DOMAIN RATINGS



SUMMATIVE PROFESSIONAL PRACTICE RATINGS
IT TAKES 3! DOMAINS

The principles for determining a teacher's overall performance are outlined below. Ratings are based on evidence and artifacts gathered during the evaluation process.

- **Excellent (E):** A teacher should receive a final practice rating of "Excellent" if three (3) out of four (4) domains are rated "Excellent" with remaining domain rated "Proficient."
- **Proficient (P):** A teacher should receive a final practice rating of "Proficient" if no more than one domain is rated "Needs Improvement," with remaining domains rated at "Proficient" or "Excellent."
- **Needs Improvement (NI)**: A teacher should receive a final practice rating of "Needs Improvement" if one domain is rated "Unsatisfactory" or if more than one domain is rated "Needs Improvement."
- **Unsatisfactory (U)**: A teacher should receive a final practice rating of "Unsatisfactory" if more than one domain is rated "Unsatisfactory."

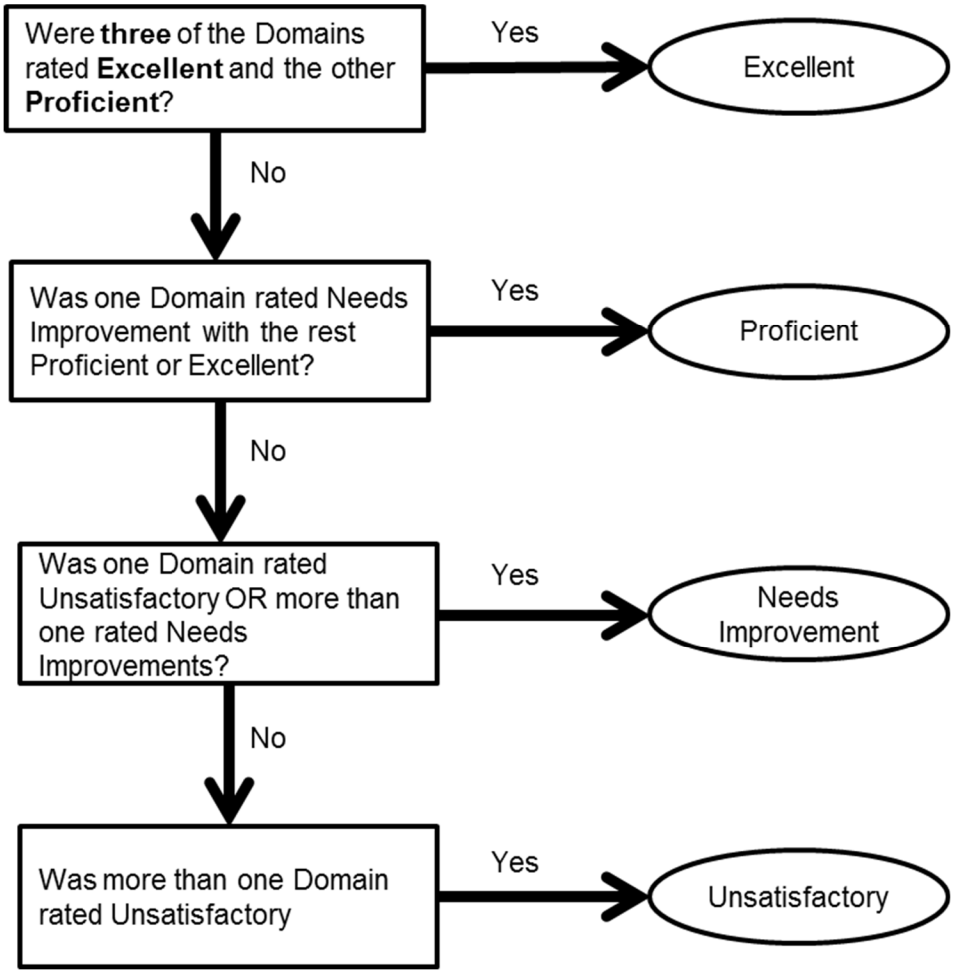
EXCELLENT	**PROFICIENT**
3 out of 4 domains rated Excellent with rest rated Proficient	One domain rated Needs Improvement with rest Proficient or Excellent
NEEDS IMPROVEMENT	**UNSATISFACTORY**
One domain rated Unsatisfactory OR More than one domain rated Needs Improvement	More than one domain rated Unsatisfactory

Below is an example of how the domain ratings translate into an overall summative rating for a teacher:

	U	**NI**	**P**	**E**
Summative Rating				
Domain 1: Planning and Preparation				✓
Domain 2: Learning Environments				✓
Domain 3: Learning Experiences			✓	
Domain 4: Principled Teaching				✓
Overall practice rating	Excellent			

Excellent: A teacher should receive a final practice rating of "Excellent" if three (3) out of four (4) domains are rated "Excellent" with remaining domain rated "Proficient."

IT TAKES 3! FLOW CHART FOR SUMMATIVE PROFESSIONAL PRACTICE RATINGS



PERFORMANCE EVALUATION PLAN

Component	Process
Cycles	The evaluation cycle will be from the first day of student attendance to the last day of February. • Informal Observations will be conducted **between September 1st and February 15th** to ensure the appropriate number of observations are conducted for the assigned evaluation cycle. • Formal Observations will be conducted after written notification is provided and **by January 31st.** Evaluators must gather evidence during formal observations and the teacher must provide evidence in the form of artifacts for Domains 1 and 4, uploaded to the district's online evaluation tool. This evidence should be aligned to components of the Danielson Framework. • Student Growth Type I and Type III will be included in calculating each Summative Rating. Goals/Growth Targets should be **set by October 30th** for Non-Tenured and Non-Summative Evaluation Cycles. Non-Tenured Teachers are on a yearly cycle, which includes a **minimum** of four (4) observations, with at least two (2) being formal and includes student growth. Tenured Teachers are on a two-year cycle, which includes a **minimum** of eight (8) observations (four (4) per year of the cycle), with at least one (1) being formal and includes one student growth assessment.
Non-Tenured Teachers	All Non-Tenured teacher evaluation cycles: A. Teacher self- assessment **completed by September 15** B. Teacher professional practice goal **completed by September 15** C. Student growth Type III pre-conference **completed by October 30** D. A minimum of four (4) observations, with at least two (2) being formal and includes student growth: 1. Year One - First formal observation **completed by October 15** 2. Year 2, 3, & 4 - First formal observation **completed by November 15** 3. Second formal observation **completed by January 31** 4. Informal observations **completed by February 15** 5. Summative Evaluation Conference **completed by February 28**
Tenured Teachers	Tenured (Two-Year Cycle): A. Year One: Non-Summative Student Growth – o Teacher self- assessment **completed by September 15** o Teacher professional practice goal **completed by September 15** o Student growth Type III pre-conference **completed by October 30** o A minimum of four (4) observations, one (1) can being formal and includes student growth: ▪ Informal observations starting **September 1 and completed by February 15** ▪ Formal observations (optional) **completed by January 31** B. Year Two: Summative Professional Practice: o Teacher self- assessment **completed by September 15** o Teacher professional practice goal **completed by September 15** o **A minimum** of four (4) observations, one (1) must be formal ▪ At least one formal observation **completed by January 31** ▪ Informal observations starting **September 1 and completed by February 15** o Summative Evaluation Conference **completed by February 28**

PROFESSIONAL PRACTICE REVIEW TIMELINE

Component	Process	Forms
Teacher Self-Assessment and Professional Practice Goal & Action Plan	**By September 15th** of each year of a teacher's evaluation cycle, the teacher will complete the Teacher Self-Assessment Form and determine a Professional Practice Goal. The teacher will create an Action Plan to achieve the goal.	Teacher Self-Assessment Form Professional Practice Goal & Action Plan
Notification	All teachers will receive written notification of their **primary evaluator and evaluation cycle on the first day of student attendance**. This notice may be electronic or paper.	August notification
Evaluation Meeting	Evaluators will meet with teachers to review the evaluation process and tools. This meeting can be large group and must take place within the first 10 school days.	
Pre-Observation Conference	Prior to the formal observation, evaluators will meet with each teacher to discuss the lesson plan and the completed Pre-Observation Conference Questionnaire. Teachers will be given at least five (5) school days' notice of the conference and will need to submit the completed Pre-Observation Questionnaire AT LEAST 24hrs prior to the conference. ➢ Teachers will submit the Pre-Observation Questionnaire at least 24 hours prior to the Pre-Observation Conference. The teacher must provide evidence along with their Pre-Observation Questionnaire in the form of artifacts uploaded to the district's online evaluation tool. This evidence should be aligned to components of the Danielson Framework. o Pre-Observation Questionnaire and Conference Artifacts – Should address the components of Domain 1 and be evidence of routine, embedded practice. o Additional Artifacts – ▪ An evaluator may request supporting documentation or artifacts related to Domain 2 or 3 for an observation, which can be uploaded when requested. ▪ If a teacher wishes to upload additional artifacts, they should contact their evaluator.	Pre-Observation Conference Questionnaire
Formal and Informal Observations for **Non-Tenured** Teachers	All Non-Tenured teacher observations: A. A minimum of four (4) observations, with at least two (2) being formal: 1. Year One - First formal observation **completed by October 15**	Coded Notes Feedback

	2. Year 2, 3, & 4 - First formal observation **completed by November 15** 3. Second formal observation **completed by January 31** 4. Informal observations **completed by February 15** B. Following EVERY: 1. Formal observation, Coded Notes will be sent to the teacher within 5 school days and Feedback will be sent to the teacher within 5 school days of the Reflection Conference. 2. Informal observation, Coded Notes and Feedback will be sent to the teacher within 10 school days. It is recommended that the observation be completed on a different day from the pre-conference. Additionally, a pre-conference meeting must be held prior to the observation. Either the administrator or the teacher can initiate the observation. The observation must begin at the start of lesson and terminate only during a natural break. (If unforeseen circumstances occur, e.g. absence, the formal observation may be rescheduled.) There are no time constraints for informal observations. **All feedback must include areas of strength, areas for growth, areas of needs improvement and/or unsatisfactory, and recommendations.** The teacher will acknowledge and/or sign observation form, which provides the coded notes and feedback, in the electronic evaluation tool. The acknowledgement and/or signature on the observation form demonstrate receipt by the teacher. This acknowledgement shall be completed by the fifth (5th) school day following a formal observation. Administration can finalize the coded notes on the sixth (6th) school day following a formal observation. On the tenth (10th) school day following a formal observation cycle or an informal observation, administration can finalize the coded notes and feedback.	
Formal and Informal Observations for **Tenured** Teachers	Tenured Teachers: A. A minimum of 4 observations (informal or formal) with a minimum of 1 formal observation in the Summative Year. 1. Formal observation **completed by January 31,** in the Professional Practice Year/Summative Year 2. Informal observations **completed by February 15**. B. Following EVERY: 1. Formal observation, Coded Notes will be sent to the teacher within 5 school days and Feedback will be sent to the teacher within 5 school days of the Reflection Conference.	Coded Notes and Feedback

	2. Informal observation, Coded Notes and Feedback will be sent to the teacher within 10 school days. It is recommended that the observation be completed on a different day from the pre-conference. Additionally, a pre-conference meeting must be held prior to the observation. Either the administrator or the teacher can initiate the observation. The observation must begin at the start of lesson and terminate only during a natural break. (If unforeseen circumstances occur, e.g. absence, the formal observation may be rescheduled.) There are no time constraints for informal observations. **All feedback must include areas of strength, areas for growth, areas of needs improvement and/or unsatisfactory, and recommendations.** The teacher will acknowledge and/or sign observation form, which provides the coded notes and feedback, in the electronic evaluation tool. The acknowledgement and/or signature on the observation form demonstrate receipt by the teacher. This acknowledgement shall be completed by the fifth (5th) school day following a formal observation. Administration can finalize the coded notes on the sixth (6th) school day following a formal observation. On the tenth (10th) school day following a formal observation cycle or an informal observation, administration can finalize the coded notes and feedback.	
Formal and Informal Observations for **Tenured** Teachers on a Professional Development Plan	**All tenured teachers** who receive a "needs improvement" rating during the previous cycle <u>will follow the observation dates of non-tenured teachers</u> and **work collaboratively with their evaluator to create a Professional Development Plan within 30 school days of the rating**. The Professional Development Plan may continue into the next school year. The plan will end at a time determined by a team composed of the teacher, the evaluator, and appropriate district personnel. If the teacher receives an unsatisfactory rating on the Professional Development Plan, within 30 school days the District will develop and commence a 90-school day Remediation Plan. The Remediation Plan will be designed to correct the deficiencies cited in the summative evaluation conference provided that the deficiencies are deemed remediable. In either case, if the teacher receives a proficient rating at the end of their plan, he or she will **be evaluated and receive a summative rating the following school year**.	Professional Development Plan Remediation Plan
Post-Observation Conference	Following a **formal observation**:	Reflection Conference Questionnaire

	• The evaluator will send Coded Notes to the teacher within 5 school days of the observation. • Teachers will submit the Reflection Questionnaire at least 24 hours prior to the Reflection Conference. Teacher must provide evidence along with their Reflection Questionnaire in the form of artifacts uploaded to the district's online evaluation tool. This evidence should be aligned to components of the Danielson Framework. o Reflection Questionnaire and Conference Artifacts – Should address the components of Domain 4 and encompass only the current evaluation cycle. o Additional Artifacts – ▪ An evaluator may request supporting documentation or artifacts related to Domain 2 or 3 for an observation, which can be uploaded when requested. ▪ If a teacher wishes to upload additional artifacts, they should contact their evaluator. • A Post-Observation Conference will be held **within ten (10) school days after the observation**. • Feedback will be sent to the teacher within five (5) school days of the Reflection Conference. The teacher will acknowledge and/or sign observation form, which provides the coded notes and feedback, in the electronic evaluation tool. The acknowledgement and/or signature on the observation form demonstrate receipt by the teacher. This acknowledgement shall be completed by the fifth (5th) school day following a formal observation. Administration can finalize the coded notes on the sixth (6th) school day following a formal observation. On the tenth (10th) school day following a formal observation cycle or an informal observation, administration can finalize the coded notes and feedback.	
Summative Conference	A conference held the last week in February in which the teacher receives his/her Summative Rating and signs the Summative Evaluation Form, indicating the rating was shared. The teacher will receive the Summative Evaluation Form at least five (5) school days **BEFORE** the actual Summative Evaluation Conference. The teacher will review all evidence and artifacts used to determine the overall Summative Rating. A signed and dated copy of the Summative Evaluation Form will be placed in the teacher's personnel file and a copy will be given to the teacher.	Summative Evaluation Form

PROFESSIONAL DEVELOPMENT PLAN

Within 30 school days after assigning a tenured teacher a “Needs Improvement” rating, the District, in consultation with the teacher and taking into account the teacher’s ongoing professional responsibilities must develop for that teacher a Professional Development Plan directed to address the areas that need improvement and include any supports the district will provide.

A. A plan is developed if a performance evaluation rating of Needs Improvement has been given in the summative performance evaluation of a tenured teacher.
B. The plan will include concerns, activities, resources, and timeline.
C. A review of progress will occur at scheduled interval meetings.
D. Recommendations for further direction will be made at the conclusion of the designated time period.

REMEDIATION PLAN

The PERA (2010) includes the language regarding the creation of a *Remediation Plan* for any tenured teacher in contractual service that is rated “Unsatisfactory” as a result of the evaluation process. Within 30 school days after assigning a tenured teacher an “Unsatisfactory” rating, the District will develop and commence a remediation plan with that teacher designed to correct the deficiencies cited in the summative evaluation conference provided that the deficiencies are deemed remediable.

A. In creating and implementing the Remediation Plan, the evaluator and teacher will follow the procedures outlined in the Illinois School Code.
B. Any teacher who fails to complete the 90 school day remediation plan with a Proficient or better rating shall be dismissed in accordance with Section 24-12 of The School Code of Illinois.

Section 24A-5.5 of the School Code (105 ILCS 5/24A-5.5) requires that the District and the Union engage in bargaining on an appeals process for "Unsatisfactory" ratings under Section 24A-5 that includes, but is not limited to, an assessment of the original rating by a panel of qualified evaluators agreed to by the joint committee referred to in subsection (b) of Section 24A-4 that has the power to revoke the "Unsatisfactory" rating it deems to be erroneous.

A Memorandum of Understanding has been created between the District and the Union, which describes the and conditions under which a teacher can appeal their summative “Unsatisfactory” rating. The teacher receiving a summative “Unsatisfactory” rating may appeal the rating by submitting a written notice of appeal within five (5) teacher workdays after receipt of the rating to the Superintendent. Further direction and details of the appeal process can be found in the signed Memorandum of Understanding, in Board Docs, agreements approved by the Board of School Inspectors at the Board Meeting on June 9, 2021 and can also be requested through Union Leadership.

STUDENT GROWTH RATING AND TIMELINE

STUDENT GROWTH RATING

PERA (Performance Evaluation Reform Act) requires student growth to be incorporated into teacher evaluation plans for tenured and non-tenured teachers. The intention of a performance evaluation plan that includes measures of student growth is to improve teaching and learning.

TENURED and NON-TENURED STUDENT GROWTH RATING CYCLES:

A. Non-Tenured teachers are formally evaluated on Professional Practice and Student Growth every year.
B. Tenured teachers receive a summative rating every other year (2-year evaluation cycle).
   1. Year one of the evaluation cycle will be Non-Summative with Student Growth.
   2. Year two of the evaluation cycle will be Summative focusing on Professional Practice.

CATEGORIES OF TEACHERS AND TYPES OF ASSESSMENTS

Under PERA, the evaluation plan must identify types of assessments for evaluating each category of teacher. Following the PERA requirements, all teachers will use multiple measures [Type I and Type III] to determine student growth (except exempt educators in category B).

CATEGORY of TEACHER	Professional Practice	Student Growth	
		Type I STAR 360	Type III
A: ALL TEACHERS	70%	15%	15%
B: EXEMPT EDUCATORS *(school counselors, school psychologists, school speech and language pathologists, school nurses, and school social workers)*	100%	none	None

TYPE I and TYPE III ASSESSMENTS

TYPE I ASSESSMENT	TYPE III ASSESSMENT
STAR 360 will serve as the district's TYPE I Assessment IGDIs will be used for Pre-K Type I Assessment • The Type I Assessment Goal and Target(s) will be established by Individual School SIP Teams and **approved by a subgroup of the PERA Joint Committee**	• Teachers will organize and document student growth for Type III assessments using the Type III Assessment Student Growth Plan. • Teachers are encouraged to work as a team.

RATIONALE for TYPE I and TYPE III ASSESSMENTS

RATIONALE for TYPE I ASSESSMENT	RATIONALE for TYPE III ASSESSMENT
• One Type I or II Assessment is a requirement under PERA • Type II assessments are in the process of being developed in the district and not ready to be used for teacher evaluation at the time of plan development, but may be considered in future years • To ensure system level success, every teacher will be able to effectively articulate and contribute to the success of ALL students at the building level • ALL educators in the district/school contribute to the growth and achievement of ALL students within the district/school (e.g. academic/social emotional/physical development)	• Type III assessments are a requirement under PERA • Allows teachers to develop assessments that are directly connected to their instructional practices • Allows for opportunities for teachers to reflect and collaborate to maximize student growth • Allows for opportunities to use authentic data to inform instruction

DEFINITION, PURPOSE AND CRITERIA FOR TYPE I, II AND III ASSESSMENTS

The intention of including measures of student growth under PERA is to improve teaching and learning. The following assessment criteria will be used for Type I, Type II, and Type III Assessments to measure student growth.

Joliet Public Schools District 86 ASSESSMENT CRITERIA		
TYPE I ASSESSMENT DEFINITION	***TYPE II ASSESSMENT DEFINITION**	**TYPE III ASSESSMENT DEFINITION**
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non--district entity, and is widely administered beyond IL	*An assessment developed or adopted and approved for use by the school district and intended to be used on a district-- wide basis by all teachers in a given grade or subject area*	*An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning*
To improve teaching and learning		
PURPOSE *A nationally/ locally normed assessment that measures district or building growth targets tied to the school improvement plan that allows the educator to benchmark growth at a national or district level.*	***PURPOSE*** *An assessment that measures student achievement in a specified content area for students across the district, tied to standards, and aligned with curriculum allows the educator to benchmark growth at the district level.*	***PURPOSE*** *An assessment that measures student achievement in a specified content area for an identified group of students, tied to standards, and aligned with curriculum allows the educator to benchmark growth at the individual classroom level.*
TYPE I ASSESSMENT CRITERIA	***TYPE II ASSESSMENT CRITERIA**	**TYPE III ASSESSMENT CRITERIA**
☐ Aligned with national/state standards ☐ Aligned with essential learning outcomes ☐ Measures intended outcomes of the class/course ☐ Must fit the evaluation cycle ☐ Assessment results must be available in time to be useful for the teacher evaluation process (e.g. baseline data) ☐ Assessment results can guide instructional goals ☐ Cost is sustainable ☐ Administration of the assessment must be consistent for all students ☐ Must be valid for the students being assessed (e.g. ELL students, Special Education students)	☐ Aligned with national, state or district standards ☐ Standards align with course goals to measure the appropriate content/concepts and/or skills ☐ Assess at various levels of rigor (DOK) ☐ Overall, the items, tasks, rubrics are appropriately challenging ☐ Possess a sufficient number of items ☐ Measures what is intended ☐ Same administration and results reporting for all students ☐ Be administered a minimum of two times ☐ Pre and post assessments are mirrored in content, form & complexity ☐ Must be valid for the students being assessed (e.g. ELL students, Special Education students) ***Note: Type II assessments are in the process of being developed in the district and not ready to be used for teacher evaluation at the time of plan development but may be considered in future years.**	☐ Aligned to national, state or district standards ☐ Measures what is intended ☐ Items/tasks cover key subject/grade level content standards ☐ Possesses a sufficient number of items ☐ Assess at various levels of rigor (DOK) ☐ Overall, the items, tasks, rubrics are appropriately challenging ☐ Be administered a minimum of two times ☐ Pre and post assessments are mirrored in content, form & complexity ☐ Must be valid for the students being assessed (e.g. ELL students, Special Education students)

MEASUREMENT MODELS

The PERA Joint Committee considered statistical measurement models used to analyze assessment data to determine student growth.

- **TYPE I Assessment will use Multivariate Model**: The use of multiple outcome variables. Multivariate models are distinguished by their complexity and their ability to use a large amount of data and variables in a unified approach.
- **TYPE III Assessments will use Adaptive Conditional Measurement Model**, which predicts student performance using past data. Under this model, teachers may consider a variety of precursor factors that may impact the current status of a student or a group of students.

Adaptive Conditional Measurement Model

The following is an explanation of the measurement model and discusses its implications on the Type III Assessment Student Growth Plan process. This measurement model requires four basic steps, and has been adapted from Marion, DePascale, Domaleski, Gong, and DiazBilello (2012).

Step 1: Collecting Baseline Data - Within this measurement model, teachers collect baseline data at the beginning of the school year or interval of instruction. Baseline data provides measures of student understanding and ability to apply content knowledge. Many teachers already collect baseline data at the start of the school year in order to appropriately differentiate instruction. These data may also be gathered by reviewing a student's cumulative/temporary file.

Baseline data may include, but is not limited to, the following data:

- Early Course Work
- Student Surveys
- IEP Information
- English Language Proficiency
- Attendance
- Historical Assessment Data

Step 2: Determining Growth Targets - Growth targets should be individualized or tiered, identifying targets for individual students or small groups of students in similar performance ranges. Growth targets are also identified within Element 3 of the Type III: Student Growth Goals – Initial Form.

Ideally, teachers would examine trend data that they have collected over multiple years to determine growth targets. If trend data is not available, educators may choose to look at data from students' past performance in a prior grade or course along with the baseline data collected at the start of the school year or course.

Teachers would then discuss with their evaluator why the specific growth targets were set, citing baseline and/or trend data and goals for the upcoming school year or course. Student growth targets must be decided and agreed upon between teacher and evaluator PRIOR to starting the unit for Type III assessments. This discussion takes place during Step 2, the initial review, of the Student Growth Plan.

Step 3: Implementation.

During Step 3, the Midcourse Review, of the Student Growth Plan Cycle, the teacher and evaluator examine the data collected during the first half of the cycle to determine if students are on track to meet their growth targets, and whether the growth targets need to be adjusted due to over- or underestimation, and/or justifiable circumstances for certain students. The Type III: Student Growth Goals - Midpoint Check-in is also completed to

document the conversation and demonstrate any changes made to the plan.

Step 4: Documenting the Outcomes - Finally, the teacher documents how many students met their identified growth targets. In addition, the teacher should document how many students exceeded or did not meet their growth targets and why that may have been. This step is completed as part of Element 4 and the Type III: Student Growth Goals - Outcomes and Rating form is completed.

STUDENT GROWTH EVALUATION PROCESS SUMMARY

	PROCESS	MEETINGS/TIMELINES
1	Teacher reflects and develops their Student Growth Plan for Type III Assessment. **Evaluators begin to meet with teachers in September to review and approve Type III assessments.**	Beginning of the school year to Goal Setting Meeting
2	School SIP/BLT Teams reflect and develop Type I Assessment (STAR 360) Goal and Growth Target(s)	**Submitted for Review** By October 30
3	Student Growth Plan Meeting Approval of Student Growth Plan for Type III Assessments by the Evaluator	Student Growth Plan for Type III Assessment will be submitted at the Student Growth Plan Meeting **Completed by October 30**
4	Midpoint Review (Non-evaluative) within five **school** days after the midpoint of the assessment interval.	• Teacher submits midpoint data electronically to their evaluator at the midpoint of the instructional interval • Deadline to request Student Growth Plan revisions • Teacher and evaluator **acknowledge, in the electronic evaluation tool, the** Midpoint Review Form of Student Growth Plan and is REQUIRED
5	Teacher reflects and prepares evidence for student growth rating Teacher determines percentage of students who met their growth target(s)	• Teacher will submit Student Growth Plan with actual outcomes to evaluator within **ten (10) school days** after the assessment interval is completed • Must be **completed by January 31** • **Teacher and evaluator meet within five (5) school days of the submission to review outcomes and determine student growth rating** • **Student growth meeting and assignment of rating must be completed by February 15**
6	School SIP/BLT Teams reflect and determine the percentage of students who met their Type I Assessment growth target(s)	
7	Performance Evaluation Summative Conference: includes review of professional practice and student growth evidence to determine final overall rating.	Performance Evaluation Summative Conference • **Completed by February 28**

STUDENT CHARACTERISTICS AND CONSIDERATIONS FOR TYPE III STUDENT GROWTH PLANS

Teachers and evaluators will collaboratively consider the following when determining who is included in the student population:

- Attendance
- Students must be enrolled in class at the time of the pre-test window to be included in the population
- Continuous Enrollment
- It is recommended specific groups be 10 students
- Sub Groups or target group (e.g., special education placement, English language learners, lowest 20%)

STUDENT GROWTH PLAN FOR TYPE III ASSESSMENT APPROVAL PROCESS

1. The Type III Assessment Student Growth Plan, **(ELEMENT 1: LEARNING GOAL, ELEMENT 2: ASSESSMENT** and **ELEMENT 3: GROWTH TARGETS)** will be submitted to the evaluator at the Student Growth Plan Meeting.
2. A date will be set for the Midpoint Review within established timelines **(should be scheduled within 5 school days after the midpoint of the assessment interval).**
3. The Student Growth Plan will be reviewed.
4. The evaluator will either:
   a. *Approve or*
   b. *Not Approve* (request modification based on criteria)
5. If the Student Growth Plan is not approved, the teacher will go back to Step 1 and resubmit.
6. Plan meeting with approval should be **completed by October 30.**

MIDPOINT REVIEW

PERA requires a Midpoint Review for Type III assessments. Teachers must collect data specific to student learning for the midpoint review. The data the teacher collects for the midpoint review is **non-evaluative**. The teacher should use the data to assess his or her progress and adjust instruction, if necessary. At the midpoint of the assessment interval, the collected data should be examined to determine if students are on track to meet their growth targets. This meeting is REQUIRED.

Process for Midpoint Review as outlined below:

1. Teacher monitors and submits the Midpoint Review documentation (found under **ELEMENT 3: GROWTH TARGETS** of the Type III Assessment Student Growth Plan) and midpoint data electronically, according to the established timelines based upon the established criteria.
2. A face-to-face meeting for midpoint review is **required** and should be held **within 5 school days after the midpoint of the assessment interval.**
3. Examples of sources for midpoint data may include but is not limited to:

   - Pre-test data
   - Performance based-assessments
   - Team created assessments
   - Exit Slip Data
   - Portfolios
   - Any assessment showing student growth

4. Student Growth Plan revisions are allowable by the midpoint review date, if teacher and evaluator agree, under the following parameters:
   - Growth targets are not sufficiently ambitious
   - Growth targets are too ambitious
   - New, more reliable data sources are available

- Class composition or teaching schedule have changed significantly
- Unforeseen circumstances occur

The teacher must meet same criteria as the original with the revised Student Growth Plan

5. Teacher and evaluator **acknowledge** the Midpoint Review Section of the Type III Assessment Student Growth Plan**, in the electronic evaluation tool**.

The following Midpoint Review Reflection Guide is a non-evaluative, optional resource for teachers and evaluators

NON-EVALUATIVE REFLECTION GUIDE for Teachers and Evaluators at Midpoint		
Midpoint Instructional Tuning		
Increasing Levels of Teacher Effectiveness >>>>

SCORING AND COMBINING TYPE I ASSESSMENT AND TYPE III ASSESSMENT TO REACH THE STUDENT GROWTH RATING

Process:

A. Type I Assessment will be scored by the percentage of students meeting growth targets.
B. Type III Assessments will be scored by the percentage of students meeting growth targets. A chart to score the Type III assessment is found at the bottom of the TYPE III ASSESSMENT STUDENT GROWTH PLAN.
C. The Type I Assessment Rating and the Type III Assessment Rating will be combined using the chart below to determine the Student Growth Rating.

Typed III Student Growth Assessment Rating								
Criteria	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
Growth Rating	Less than 25% of students met Growth Target(s).	25% - 50% of students met the Growth Target(s).	51% -75% of students met the Growth Target(s).	76% - 100% of students met the Growth Target(s).

Type I Assessment=15% Type III Assessment=15% Total Student Growth=30%		STUDENT GROWTH PLAN TYPE III ASSESSMENT			
		Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
TYPE I ASSESSMENT	**Unsatisfactory**	**Unsatisfactory**	**Needs Improvement**	**Needs Improvement**	**Proficient**
	Needs Improvement	**Needs Improvement**	**Needs Improvement**	**Proficient**	**Proficient**
	Proficient	**Needs Improvement**	**Proficient**	**Proficient**	**Excellent**
	Excellent	**Proficient**	**Proficient**	**Excellent**	**Excellent**

TEACHER AND SPECIALIST RUBRICS

TEACHER EVALUATION RUBRIC

2022 Specialist Frameworks
from:
The Framework for Teaching | Charlotte Danielson, 2022 | www.danielsongroup.org

THE FRAMEWORK FOR TEACHING

DOMAIN 1
PLANNING AND PREPARATION

1a Applying Knowledge of Content and Pedagogy
- Disciplinary Expertise
- Pedagogical Content Knowledge
- Knowledge of Interdisciplinary Relationships and Skills

1b Knowing and Valuing Students
- Respect for Students' Identities
- Understanding of Students' Current Knowledge and Skills
- Knowledge of Whole Child Development
- Knowledge of the Learning Process and Learning Differences

1c Setting Instructional Outcomes
- Value and Relevance
- Alignment to Grade-Level Standards
- Clarity of Purpose
- Integration of Multiple Aspects of Student Development

1d Using Resources Effectively
- Instructional Materials
- Technology and Digital Resources
- Supports for Students

1e Planning Coherent Instruction
- Tasks and Activities
- Flexible Learning
- Student Collaboration
- Structure and Flow

1f Designing and Analyzing Assessments
- Congruence with Instructional Outcomes
- Criteria and Standards
- Planning Formative Assessments
- Analysis and Application

DOMAIN 2
LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments
- Positive Relationships
- Sense of Belonging
- Cultural Responsiveness
- Positive Conflict Resolution

2b Fostering a Culture for Learning
- Purpose and Motivation
- Dispositions for Learning
- Student Agency and Pride in Work
- Support and Perseverance

2c Maintaining Purposeful Environments
- Productive Collaboration
- Student Autonomy and Responsibility
- Equitable Access to Resources and Supports
- Non-Instructional Tasks

2d Supporting Positive Student Behavior
- Expectations for the Learning Community
- Modeling and Teaching Habits of Character
- Self-Monitoring and Collective Responsibility

2e Organizing Spaces for Learning
- Safety and Accessibility
- Design for Learning and Development
- Co-Creation and Shared Ownership

DOMAIN 3
LEARNING EXPERIENCES

3a Communicating About Purpose and Content
- Purpose for Learning and Criteria for Success
- Specific Expectations
- Explanations of Content
- Use of Academic Language

3b Using Questioning and Discussion Techniques
- Critical Thinking and Deeper Learning
- Reasoning and Reflection
- Student Participation

3c Engaging Students in Learning
- Rich Learning Experiences
- Collaboration and Teamwork
- Use of Instructional Materials and Resources
- Opportunities for Thinking and Reflection

3d Using Assessment for Learning
- Clear Standards for Success
- Monitoring Student Understanding
- Timely, Constructive Feedback

3e Responding Flexibly to Student Needs
- Evidence-Based Adjustments
- Receptiveness and Responsiveness
- Determination and Persistence

DOMAIN 4
PRINCIPLED TEACHING

4a Engaging in Reflective Practice
- Self-Assessment of Teaching
- Analysis and Discovery
- Application and Continuous Improvement

4b Documenting Student Progress
- Student Progress Toward Mastery
- Shared Ownership
- Maintaining Reliable Records

4c Engaging Families and Communities
- Respect and Cultural Competence
- Community Values
- Instructional Program
- Engagement in Learning Experiences

4d Contributing to School Community and Culture
- Relational Trust and Collaborative Spirit
- Culture of Inquiry and Innovation
- Service to the School

4e Growing and Developing Professionally
- Curiosity and Autonomy
- Developing Cultural Competence
- Enhancing Knowledge and Skills
- Seeking and Acting on Feedback

4f Acting in Service of Students
- Acting with Care, Honesty, and Integrity
- Ethical Decision-Making
- Advocacy

THE FRAMEWORK FOR TEACHING

TEACHER - DOMAIN 1: PLANNING AND PREPARATION		
1a: Applying Knowledge of Content and Pedagogy		
1a DESCRIPTION	**1a ELEMENTS OF SUCCESS**	**1a CONSIDERATIONS**
As they prepare for and guide student learning, accomplished teachers demonstrate disciplinary expertise–command of the content and curriculum they teach. They understand the internal relationships within disciplines, knowing which concepts and skills are central, peripheral, and prerequisite to the understanding of others. Their knowledge includes awareness of typical student misconceptions and how to leverage or dispel them. Teachers must also be familiar with the particular pedagogical approaches best suited to each discipline and choose which is the most suitable in different learning contexts to advance student understanding. Strong instructional materials and curricular resources can be a significant support to teachers in this area. When the curriculum is designed by experts and those selecting it have assured that the content is accurate and reflects high standards of pedagogy, the curriculum itself can provide an opportunity for teachers to continue developing their knowledge of content and pedagogy. The term "content" includes, of course, far more than factual information or skills, and mastery of particular content, while a central goal for students, is not the only goal. When teachers apply their knowledge of interdisciplinary relationships, they support students' transfer of knowledge and skills in a wide variety of contexts and for a variety of purposes. By understanding how the content to be learned and methods of inquiry specific to that discipline may vary from different cultural points of view and can be informed by multiple ways of knowing, teachers further support student understanding and mindsets for learning. This type of understanding is key to making the content accessible to students and guiding their learning of specific concepts, but it goes beyond that. Teachers who deeply understand content and pedagogy know which approaches, concepts, and lines of inquiry are likely to interest students. Student interest then yields greater understanding and potentially inspires a sense of purpose that can help them succeed in the classroom and beyond.	**Disciplinary Expertise** Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry. **Pedagogical Content Knowledge** Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches. **Knowledge of Interdisciplinary Relationships and Skills** Teachers make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts.	How do teachers' plans and presentations of content reflect understanding of pre-requisite relationships among topics and concepts within the discipline? What are some ways teachers present content and utilize discipline-specific learning strategies to support deeper understanding? In what ways do teachers help students make connections between disciplines or develop cross-disciplinary skills?

TEACHER - DOMAIN 1: PLANNING AND PREPARATION				
1a: Applying Knowledge of Content and Pedagogy				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teachers' understanding of content and pedagogy partially supports student learning of the content.	The teachers' understanding of content and pedagogy supports student learning of the content.	The teachers' understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
1a: Critical Attributes	**Disciplinary Expertise**			
	Planning and preparation include content errors or demonstrate a lack of understanding of the content.	*Planning and preparation indicate partial understanding of the central concepts of the discipline and their relationship to one another.*	*Planning and preparation reflect solid understanding of content and the structure of the discipline being taught.*	*Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline.*
	Pedagogical Content Knowledge			
	Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions.	*Lesson and unit plans include instructional strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge important to student learning of the content.*	*Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts.*	*In lessons and units planned or adapted, instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high-levels of intellectual engagement, skill development, and critical thinking.*
	Knowledge of Interdisciplinary Relationships and Skills			
	No interdisciplinary relationships are identified in plans or preparation.	*Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.*	*Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills to be explored and their real-world application.*	*Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.*

TEACHER - DOMAIN 1: PLANNING AND PREPARATION		
1b Knowing and Valuing Students		
1b DESCRIPTION	**1b ELEMENTS OF SUCCESS**	**1b CONSIDERATIONS**
To maximize learning, teachers must be able to make the curriculum accessible to each and every learner. Successful teachers are consistently guided by who their students are and who they hope to become, which means they understand, honor, and leverage students' intersecting identities–including their racial, cultural, religious, and gender identities, among others. They support student success by affirming the dignity of students and their lived experiences. Teachers must also develop understanding of students' current knowledge and skills in order to plan successful learning experiences. However, teachers' knowledge of students must extend beyond understanding their familiarity with content or their academic skills to include their social, emotional, and personality strengths. While there are patterns in human development for different age groups, students learn in individual ways and bring varied experiences and identities to learning. Teachers must also rely on their knowledge of students when they apply their understanding of the learning process and learning differences when planning and preparing. Teachers need to spend significant time and effort throughout the year learning about their students, their lives outside of school, their wellbeing, and other assets and needs in relation to learning and development. Successful teachers value the fact that students come to school with a wealth of knowledge, experience, and skills. Students' experiences outside of formal education (with family and friends, through faith communities, in their jobs and activities) build knowledge, encourage curiosity, and communicate shared norms and values, including mindsets about learning. It is essential that teachers' value and partner with students' families and communities. Doing so allows them to leverage the assets students bring from their out-of-school lives to the in-school learning experience in pursuit of academic and personal development that ultimately contribute to individual and societal flourishing.	**Respect for Students' Identities** Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character. **Understanding of Students' Current Knowledge and Skills** Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind. **Knowledge of Whole Child Development** Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy. **Knowledge of the Learning Process and Learning Differences** Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs	In what ways are students' identities and cultures incorporated and reflected in learning experiences and environments? How do teachers use their understanding of students' prior knowledge and experience to support individual learning? How are students' academic, social, and emotional assets leveraged to promote student success? In what ways are teachers' knowledge of the learning process and learning differences reflected in planning and preparation?

TEACHER - DOMAIN 1: PLANNING AND PREPARATION				
1b: Knowing and Valuing Students				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths and needs partially supports learning and development.	The teacher's knowledge of students supports learning and development, and enables the teacher to build upon student assets.	The teacher's knowledge of students is extensive and fosters student learning and development to support academic and personal success.
1b: Critical Attributes	**Respect for Students' Identities**			
	The teacher is not aware of or pays little attention to students' race, culture, or identity.	*The teacher applies knowledge of students' race, culture, and identities and in planning and preparation with limited success.*	*The teacher successfully incorporates knowledge of students' race, culture, and identities into planning and preparation.*	*The teacher recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.*
	Understanding of Students' Current Knowledge and Skill			
	The teacher does not try to ascertain information about students' varied prior knowledge, skills, or mindsets.	*The teacher's understanding of students' varied knowledge and skill levels, as well as mindsets related to learning, is applied with limited success.*	*The teacher's understanding of students' levels of knowledge and skill as well as their mindsets about learning, is applied successfully in planning and preparation.*	*The teacher's deep understanding of each student's knowledge, skills, and mindsets ensures that students receive appropriate scaffolds when necessary, meet rigorous outcomes, and are challenged to do their best work.*
	Knowledge of Whole Child Development			
	The teacher does not attend to or have understanding of students' cognitive, social, emotional, and character development.	*The teacher's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success.*	*The teacher's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.*	*The teacher deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.*

	Knowledge of the Learning Process and Learning Differences			
	The teacher displays insufficient understanding of how students learn and develop in general or of individual differences for students in the class.	*The teacher has limited understanding of the learning process and individual learning differences.*	*The teacher's accurate understanding of how students learn and learn differently is evident in planning and preparation.*	*In lessons planned or adapted, the teacher uses extensive knowledge of the learning process and learning differences to design experiences that are engaging and successful.*

TEACHER - DOMAIN 1: PLANNING AND PREPARATION

1c Setting Instructional Outcomes

1c DESCRIPTION	1c ELEMENTS OF SUCCESS	1c CONSIDERATIONS
Teaching is a purposeful activity; even the most imaginative activities are directed toward desired learning. Therefore, setting instructional outcomes entails understanding and specifying exactly what students will be expected to learn and how they will learn, not just what students will do while learning. The instructional outcomes should reflect important learning. The alignment of outcomes to grade-level standards is essential to support ambitious instruction and high expectations for each and every student. Students should understand what they are learning, as well as how they will learn and be able to demonstrate their understanding of the content and skills. While academic content and development is obviously a priority in school, outcomes should incorporate other aspects of student development, including their social and emotional development and habits and mindsets to support learning. Ideally teachers use high-quality instructional materials as a starting point for setting outcomes. Whether teachers begin with the objectives stated in the curriculum or develop their own based on the standards of the discipline, they must specify the appropriate learning for a given class on a given day and ensure learning experiences are goal-directed and designed to achieve certain well-defined purposes. It is through the articulation of instructional outcomes that the teacher clarifies these purposes; outcomes should be clear and describe what it is that students are intended to learn as a result of a learning experience. In classrooms organized as a community of learners, teachers also engage students in refining these outcomes, frequently in ways intended to extend their learning beyond the established curriculum.	**Value and Relevance** Instructional outcomes represent ambitious learning of important content and meaningful opportunities to support student learning and development. **Alignment to Grade-Level Standards** Instructional outcomes reflect appropriate grade-level standards and communicate high expectations for each student. **Clarity of Purpose** Instructional outcomes clearly define what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills. **Integration of Multiple Aspects of Student Development** Instructional outcomes integrate academic and social-emotional development to complement and build on one another.	In what ways do instructional outcomes reflect the most relevant and valuable learning for students? In what ways do instructional outcomes align with grade-level standards to ensure ambitious instruction for all students? How are clear, specific instructional outcomes used to define the purpose of learning experiences? What are some examples of teachers integrating academic and developmental goals to extend student learning?

TEACHER - DOMAIN 1: PLANNING AND PREPARATION				
1c: Setting Instructional Outcomes				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	Instructional outcomes are not identified, are not rigorous, or are not inappropriate.	Instructional outcomes are moderately rigorous and are appropriate for most students in the class.	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking.
1c: Critical Attributes	**Value and Relevance**			
	Instructional outcomes are not relevant or meaningful or do not reflect important learning.	*Instructional outcomes are somewhat relevant and partially reflect important learning and development.*	*Instructional outcomes are mostly relevant and reflect important learning and development.*	*Instructional outcomes consistently reflect important, meaningful, and relevant learning for students.*
	Alignment to Grade-Level Standards			
	Instructional outcomes do not reflect grade-level standards.	*Instructional outcomes partially reflect grade- level standards.*	*Instructional outcomes mostly reflect grade- level standards.*	*Instructional outcomes consistently reflect grade-level standards that challenge all students in the class and encourage intellectual risk taking.*
	Clarity of Purpose			
	Instructional outcomes are unclear or are stated as activities.	*Instructional outcomes are somewhat clear and partially describe what students will learn.*	*Instructional outcomes are mostly clear and specific likely to ensure that students understand what they will learn and how.*	*Instructional outcomes are uniformly clear and specific and support students to extend their learning.*
	Integration of Multiple Aspects of Student Development			
	Instructional outcomes do not reflect a range of purposes.	*Instructional outcomes target different types of outcomes beyond academic knowledge and skills with partial success.*	*Instructional outcomes represent a range of high-priority, developmentally appropriate purposes, including academic, social- emotional, and character development goals.*	*Instructional outcomes integrate academic, social-emotional, and character development goals rather than treating them separately.*

TEACHER - DOMAIN 1: PLANNING AND PREPARATION		
1d Using Resources Effectively		
1d DESCRIPTION	**1d ELEMENTS OF SUCCESS**	**1d CONSIDERATIONS**
Using resources to support students' learning and development is part of every teacher's responsibility; these resources include items and services available both through and beyond the school. High-quality instructional materials, including curricular resources adopted by schools and districts, serve as the primary foundation for academic support. These materials and teachers' understanding of them are key to ensuring successful learning. Adopted curricula often include or recommend resources beyond the texts provided, and teachers may even need to further supplement those resources to address the needs of learners. Supplemental resources may be simple or complex, and may include physical objects, such as math manipulatives or models or science laboratory equipment; and a variety of other texts, such as maps, primary source materials, or trade books. Technology and digital resources are an essential component of instruction and can provide additional opportunities for students to learn and grow. Online platforms cannot replace a skilled teacher and should not simply be a substitute for non-digital resources (e.g., a PDF version of a workbook), but a digitally-rich environment can provide students with opportunities to expand knowledge and practice the skills they are learning. Beyond foundational materials, accomplished teachers access supports for students to meet their social, emotional, and academic needs. Such resources might be opportunities outside of the school provided by other organizations and community members. These often include human resources in the form of experts who provide special services, such as an instructional aide to help a student with a hearing impairment or resource room assistance for elementary students with learning differences. Some outside resources help academic learning, such as tutoring services. Others meet nonacademic needs—mentoring programs, for example, for students who have experienced trauma. As teachers gain skill and experience, they realize that they can enrich their students' experiences by locating supplemental supports that can help them better achieve their instructional purposes. This dexterity, reinforced by an awareness of what is available, is a mark of an expert.	**Instructional Materials** Teachers utilize high-quality instructional materials to ensure access to rigorous content and support specific student needs, furthering engagement and mastery. **Technology and Digital Resources** Technological and digital resources support personalized instruction, equitable learning, engagement, exploration, connection, and student development. **Supports for Students** Teachers seek and provide additional aligned resources and supports that make content and curriculum materials accessible to students and address their individual needs.	How do teachers effectively use instructional materials to meet the needs of individual students and enhance intellectual engagement? In what ways do technology and digital resources enhance personalization, connection, exploration, and intellectual engagement? What are some ways teachers provide resources and supports for students that increase accessibility and promote student agency?

DOMAIN 1: PLANNING AND PREPARATION				
1d: Using Resources Effectively				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The teacher is not aware of or does not appropriately or effectively use instructional materials and other resources to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support learning and development.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.
1d: Critical Attributes	**Instructional Materials**			
	*When instructional materials **are provided**, the teacher does not use or learn to effectively implement them.* *When instructional materials **are not provided,** the teacher uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement.*	*When instructional materials **are provided**, the teacher implements them with some success, is developing understanding of their features and design, and is sometime able to recognize and adjust for gaps or deficiencies in the materials.* *When instructional materials **are not provided,** the teacher selects and uses materials that are partially aligned to standards to serve as the core of instruction and support student learning and development.*	*When instructional materials **are provided,** the teacher's understanding of the materials supports appropriate choices based on the specific needs of students in the class that increase the effectiveness of the curriculum.* *When instructional materials **are not provided**, the teacher relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of students in the class that increase the effectiveness of those materials.*	*When instructional materials **are provided**, the teacher uses them wisely, integrating other resources if appropriate, to support each student's mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy.* *When instructional materials **are not provided,** the teacher relies on a strong core set of instructional materials and uses them wisely, integrating other resources if appropriate to support each student's mastery of outcomes, further learning and development, and deep intellectual engagement.*
	Technology and Digital Resources			
	The teacher does not appropriately access digital resources to support student learning and development.	*The teacher uses technology and accesses digital resources that partially support student learning but may be primarily a substitution for other resources.*	*Technology and other digital resources are used effectively to support equitable student learning and exploration, as well as connection and development.*	*Technology and other digital resources support intellectual engagement, personalized instructional pathways for student learning and development.*

Supports for Students			
The teacher does not inquire about or seek out resources to support individual student needs.	*The teacher seeks some additional resources and supports aligned to the individual needs of students.*	*The teacher provides resources and supports aligned to their individual needs and learning differences, allowing each student to access the curriculum and meet the learning outcomes.*	*Resources and supports provided or suggested by the teacher promote student agency and increase efficacy in utilizing resources to support their own learning and development.*

TEACHER - DOMAIN 1: PLANNING AND PREPARATION		
1e Planning Coherent Instruction		
1e DESCRIPTION	**1e ELEMENTS OF SUCCESS**	**1e CONSIDERATIONS**
The teacher's knowledge of the content, students, and resources all come together to enhance student learning of instructional outcomes through the design and implementation of instructional plans. A critical feature of instructional design is coherence; that is, the different elements of the plan— the outcomes, activities, materials, methods, and grouping of students—all support one another. Even in classrooms where students assume considerable responsibility for their learning, the teacher establishes the framework for investigations through tasks and activities. The important question to be answered is this: "How will students learn?" There are many options, of course. They could work—either alone or together—to solve a problem, participate in a class discussion, or reflect in their journals on new information. The list is endless, and skilled teachers draw on high-quality materials and their own extensive repertoire when making these decisions. When teachers have access to well-designed instructional materials, much of the work of unit and lesson design has been done by the materials' developers; indeed, this is one of the principal benefits of using such materials. However, it would be a mistake to conclude that in such cases teachers play no role at all in planning coherent instruction, which is, after all, more complex than simply implementing a plan. A curriculum serves as a starting point in preparing for coherent instruction but does not ensure student learning. Excellent teachers adapt curriculum to meet the needs of the students who are in front of them without compromising their high expectations. Opportunities for flexible learning and thoughtful collaboration are additional elements to consider in planning. The teacher, whether designing or adjusting the structure and flow of learning experiences, plays a critical role in arranging for learners to do the learning.	**Tasks and Activities** Tasks and activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content. **Flexible Learning** Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student. **Student Collaboration** Student groups are an essential component of learning and development and are organized thoughtfully to maximize opportunities and build on students' strengths. **Structure and Flow** Lesson and unit plans are well structured and flow from one to the next to support student learning and development.	In what ways do aligned tasks and activities provide opportunities for students to meaningfully engage with content? What are some ways that individualized strategies and approaches are used to support student success? How do teachers plan thoughtfully organized instructional groups that will build on students' strengths, encourage dialogue, and foster collaboration? How are lessons and learning experiences arranged and structured to build upon and enhance student learning and autonomy?

TEACHER - DOMAIN 1: PLANNING AND PREPARATION				
1e: Planning Coherent Instruction				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning.
1e: Critical Attributes	**Tasks and Activities**			
	Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes.	*Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge.*	*Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking.*	*Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content.*
	Flexible Learning			
	There is only a single approach or activity planned for students to learn the content.	*There are multiple ways for students to learn the content and variety of strategies are used with some success during the lesson.*	*Multiple strategies and approaches are tailored to the needs of various students to accelerate and support their success.*	*Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the teacher works with students to co- design learning experiences.*
	Student Collaboration			
	Student groupings are not used or do not support learning.	*Students are in groups that are only partially appropriate to the learning activities or goals.*	*Instructional groups are organized thoughtfully to maximize learning and build on students' strengths.*	*Collaboration through teacher-designed and student- chosen instructional groups is an essential component of learning and development.*
	Structure and Flow			
	Plans for learning are not well structured or sequenced.	*Plans for learning are partially well structured but may not be realistic about time expectations.*	*Plans for learning are well structured and have a flow that allows for student learning and reflection.*	*Plans for learning are well structured and have a flow that supports student autonomy in the learning process.*

TEACHER - DOMAIN 1: PLANNING AND PREPARATION		
1f Designing and Analyzing Assessments		
1f DESCRIPTION	**1f ELEMENTS OF SUCCESS**	**1f CONSIDERATIONS**
Assessment plays a critical role in learning and serves as a powerful instructional tool for teachers. It has two related, though distinct, primary uses: assessment of learning and assessment for learning. In either case, there must be congruence with instructional outcomes as well as clear criteria for measuring success. The first purpose, assessment of learning (or summative assessment) is used to determine that students have, in fact, achieved the instructional outcomes. Teachers realize the full power of assessment when they include assessments for learning (or formative assessments) in their planning. Formative assessments are designed to provide information to both students and teachers on progress and to guide next steps. One hallmark of a great curriculum is that it includes multiple, varied approaches to formative assessment: standard "checks for understanding" that give quick snapshots of student progress, specific questions that require written responses, or questions to ask while conferencing with students. These assessments become opportunities for students to develop intellectual virtues such as autonomy, critical thinking, reflection, tenacity, and humility. Analysis and application of data from both types of assessment are key components of high-quality curricula and effective instruction. For assessment to yield useful information, teachers must give careful attention to student responses both during and after instruction. Gathering assessment information can sometimes be an informal process—done, for example, during a class discussion. When it is gathered more systematically, such as through an assignment or performance task, it is essential for teachers to examine and analyze the student work, to determine what has not yet been learned. In addition, this analysis provides important information to teachers regarding their instructional techniques. After examining student work, they may conclude, "That approach didn't work!" This process of analysis and application of new understanding makes assessment a critical connection between planning and implementation. The instructional decisions described throughout Domain 1 are based in large part on the analysis of data derived from a variety of assessments.	**Congruence with Instructional Outcomes** Aligned assessments provide accurate, clear evidence and allow for the analysis of student understanding and mastery of instructional outcomes. **Criteria and Standards** Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input. **Planning Formative Assessments** Teachers plan formative assessments to monitor student progress toward instructional outcomes, make needed adjustments, and support students to monitor their own learning. **Analysis and Application** Teachers consistently use assessment data to direct planning and preparation and to support individualized student instruction	What are some ways that students are given opportunities to demonstrate their understanding of content? How are clear assessment criteria and standards developed and understood by students? How do teachers design formative assessments that allow for adjustments to instruction and support student agency? How is assessment data analyzed and applied to inform instructional decision-making?

TEACHER - DOMAIN 1: PLANNING AND PREPARATION				
1f: Designing and Analyzing Assessments				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	There is no plan for assessment, or the assessments will not provide evidence that students have learned the intended outcomes.	Assessments will partially help the teacher know that students have learned or are learning the intended outcomes.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and students.	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.
1f: Critical Attributes	**Congruence with Instructional Outcomes**			
	Assessments are not aligned to the instructional outcomes.	*Assessments are partially aligned to instructional outcomes but may not assess them completely.*	*Assessments will fully and fairly provide evidence of student understanding of the content and mastery of outcomes, as well as revealing specific misunderstandings.*	*Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why misunderstandings occurred.*
	Criteria and Standards			
	Assessments lack criteria by which student performance can be accurately assessed.	*Assessment criteria and standards have been developed, but they are not clear or too vague.*	*Assessment criteria and standards are established, clear, and fully understood by students.*	*Assessment criteria and standards are clear, and students have contributed to their development.*
	Designing Formative Assessment			
	There are no formative assessments planned.	*Some formative assessments are planned and will give a partially accurate picture of student learning throughout the lesson.*	*Formative assessments will give an accurate picture of student learning and plans for lessons indicate possible adjustments based on formative assessment data.*	*Formative assessments provide accurate and timely information to students, allowing them to adjust course with minimal teacher guidance.*
	Structure and Flow			
	Assessment results are not relevant or used for future planning.	*Assessment results are used in future planning for some students, groups of students, or the class as a whole.*	*Assessment results from prior lessons and units are a key tool used by the teacher in planning and preparation.*	*Assessment results consistently drive planning and preparation to inform instructional decision making and instructional pathways for students.*

TEACHER - DOMAIN 2: LEARNING ENVIRONMENTS		
2a Cultivating Respectful and Affirming Environments		
2a DESCRIPTION	**2a ELEMENTS OF SUCCESS**	**2a CONSIDERATIONS**
Co-creating an environment with students built on respect is a critical element of a teacher's skill in promoting social and emotional wellbeing and students' academic success. In any context, students need to experience safe, supportive, and challenging learning environments where each of them is valued, feels like a full member of the community, and is supported to take academic and intellectual risks. An environment of respect and rapport is essential for learning and development to occur. Positive relationships between teachers and students and among students provide a foundation for collaborative learning. The nature of learning in today's classrooms is inherently social. When intentional relationships form the foundation of a respectful environment that honors the dignity of each student, students feel a sense of belonging in the classroom community. Teaching depends, fundamentally, on the quality of relationships among individuals, which are built through and reflected in classroom activities and practices. For instance, the way in which teachers engage students in a discussion or an activity speaks volumes about the extent to which they value their students as individuals. Classroom environments that support learning for each student are co-created with them and characterized by cultural responsiveness and responsibility; they reflect, honor, and sustain shared values and individual identities. Even in the most respectful classrooms, as in all human endeavors, conflict is likely to arise, and positive conflict resolution is a key aspect of maintaining an environment of respect and rapport, as well as repairing harm and restoring justice when necessary. Co-establishing these community agreements or classroom norms for interaction and conflict resolution is as important as establishing standards of conduct or routines for activities such as sharpening pencils—aspects of creating a learning community that experienced teachers focus much attention on at the outset of a school year.	**Positive Relationships** Teacher-student and student-student interactions demonstrate caring and respect and honor the dignity of each member of the community. **Sense of Belonging** Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities. **Cultural Responsiveness** Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments. **Positive Conflict Resolution** A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.	How have teachers intentionally nurtured relationships with and among students? What evidence indicates that the students feel a sense of shared identity while also feeling celebrated as individuals? In what ways do teachers demonstrate cultural competence in creating an inclusive learning environment? What are some ways that teachers maintain a positive and respectful rapport while addressing and resolving student conflicts?

TEACHER - DOMAIN 2: LEARNING ENVIRONMENTS				
2a: Cultivating Respectful and Affirming Environments				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
2a: Critical Attributes	**Positive Relationships**			
	Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	*Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.*	*Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.*	*Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.*
	Sense of Belonging			
	Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	*Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.*	*Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.*	*Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.*
	Cultural Responsiveness			
	Learning environments do not reflect the individual racial and cultural identities of students.	*Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.*	*Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.*	*Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.*
	Positive Conflict Resolution			
	Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	*Conflict and disrespectful interactions are addressed by the teacher, with uneven results.*	*A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.*	*Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.*

TEACHER - DOMAIN 2: LEARNING ENVIRONMENTS		
2b Fostering a Culture for Learning		
2b DESCRIPTION	**2b ELEMENTS OF SUCCESS**	**2b CONSIDERATIONS**
"A culture for learning" refers to an atmosphere in the learning environment that reflects the importance of the work undertaken by both students and teachers. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. Ideally, this culture supports meaningful engagement and dialogue, joyful inquiry, rigorous learning, and reflection. Purpose and motivation are evident and shared by teachers and students in a classroom with rigorous and joyful learning at its center. There is a clear sense of dedication to learning; both content mastery and personal growth are valued. As part of a culture for learning, emphasis is placed on dispositions (e.g., compassion, curiosity, critical thinking, reasoning, and reflection) that support student success and their social, emotional, and academic development. These dispositions are modeled, encouraged, and explicitly taught and reinforced. Learning in successful classrooms is not just dictated or directed by the teacher but is characterized by student agency and autonomy; students have choices and assume responsibility for their own learning. A strong culture for learning rests on high expectations accompanied by support. When a strong culture for learning has been established, other aspects of teaching become easier and more rewarding. Students view the classroom as a space for connecting and engaging; they assume responsibility for their learning, they persevere through challenges, and they have confidence in their abilities. Students come to recognize important academic learning, and the intellectual challenges that accompany it, as rewarding. When they master complex material, they enjoy the satisfaction that comes only from demonstrating competence in important and demanding work. Without the components of a culture for learning in place, high-level learning is unlikely to occur.	**Purpose and Motivation** Teachers and students share an overarching dedication to both content mastery and personal growth. **Dispositions for Learning** Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth. **Student Agency and Pride in Work** Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful. **Support and Perseverance** Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.	How do the teacher and students demonstrate their dedication to content mastery and personal growth? What evidence indicates that teachers have explicitly modeled and taught the skills that allow students to successfully pursue learning? In what ways do students demonstrate their agency in the classroom? What are some ways that students and teachers support and demonstrate perseverance through difficult work?

TEACHER - DOMAIN 2: LEARNING ENVIRONMENTS				
2b: Fostering a Culture for Learning				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The culture of the class is not conducive to learning and does not support development.	The culture of the class is partially conducive to learning and development.	The culture of the class is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters dialogue, joyful inquiry, reflection, and growth, allowing all students to flourish.
2b: Critical Attributes	**Purpose and Motivation**			
	There is little or no sense of purpose for the work or the reasons for doing it are external demands.	*The teacher communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success.*	*The teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish.*	*The teacher and students display dedication to learning the content and a sense of purpose for their learning; both content mastery and personal growth are valued by the teacher and students.*
	Dispositions for Learning			
	Student curiosity is ignored or discouraged; students are not asked to think critically or to reason and reflect.	*Student curiosity, critical thinking, reasoning, and reflection are occasionally encouraged.*	*Curiosity, critical thinking, reasoning, and reflection are encouraged and intentionally developed.*	*Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct impact on instruction, student learning, and development.*
	Student Agency and Pride in Work			
	Students have little or no agency in learning experiences or classroom life.	*Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent.*	*Students have multiple opportunities to exercise agency and autonomy is intentionally developed and celebrated.*	*Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.*
	Support and Perseverance			
	The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	*Confidence, resilience, persistence, and teamwork are encouraged, promoting a conviction that with hard work and perseverance all students can master the content.*	*Confidence, resilience, persistence, and teamwork that support student perseverance are intentionally developed and celebrated.*	*Students encourage one another to persevere and use strategies to support each other through challenging work.*

DOMAIN 2: LEARNING ENVIRONMENTS		
2c Maintaining Purposeful Environments		
2c DESCRIPTION	**2c ELEMENTS OF SUCCESS**	**2c CONSIDERATIONS**
Teaching is a complex activity, and learning spaces are complex ecosystems that can be supported through the design of routines and procedures to support a purposeful environment. Though effective routines and procedures can (and should) take on a variety of forms, establishing and maintaining them is essential to the success of a classroom community. Because teachers' goals for students include intellectual engagement, collaboration, and autonomy–and because there are often 30 students with them at a time - thoughtful routines and procedures can help all members of the classroom community act with purpose. Routines and procedures are not established for the sake of control; rather, they intentionally support other aspects of learning and development. For instance, routines for purposeful collaboration are modeled, taught, and reinforced so that students work cooperatively within the classroom community to support one another's success. Other routines support student autonomy and responsibility and the development of skills, habits, and mindsets that promote student success. Routines and procedures can also establish equitable access to resources and supports. Finally, though sometimes less obviously, non- instructional tasks must also be handled efficiently to focus time and energy on learning. As with other components of instruction, it is important to remember that routines and procedures are not established in a vacuum but must reflect the students and their needs. Teachers committed to valuing and affirming students are especially thoughtful about the routines and procedures and the ways in which they are chosen, established, and maintained. They look to their students, families, the school, and community to learn more about how shared norms and values can be reflected in the classroom's routines. Routines and procedures that are "effective" because they are efficient or suggest choice where none exists, may not always honor the dignity of students and, in the end, may not actually be effective at all.	**Productive Collaboration** Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success. **Student Autonomy and Responsibility** Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy. **Equitable Access to Resources and Supports** Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students. **Non-Instructional Tasks** Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.	In what ways do teachers thoughtfully and purposefully teach and utilize collaboration in the classroom? What evidence indicates that classroom procedures that support student responsibility and autonomy have been taught and are responsive to students' needs? How do teachers distribute resources and supports in a way that ensures equitable access for all students? How do teachers complete non-instructional tasks so that they do not take away from instructional time?

TEACHER - DOMAIN 2: LEARNING ENVIRONMENTS				
2c: Maintaining Purposeful Environments				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures, established or managed primarily by the teacher, support opportunities for student learning and development.	Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community.
2c: Critical Attributes	**Purposeful Collaboration**			
	Students are not engaged during group work.	*Students are partially engaged in group work.*	*Students are productively engaged during small group work, working purposefully and collaboratively with their peers.*	*Students play an active role in ensuring their time in groups is used purposefully and meets their individual and group needs.*
	Student Autonomy and Responsibility			
	Routines do not support student autonomy or assumption of responsibility.	*Routines and procedures partially support student autonomy and assumption of responsibility.*	*Routines and procedures allow students to operate autonomously and take responsibility for their learning.*	*Students take responsibility for routines and procedures and take initiative to suggest adjustments that would further support their learning and development.*
	Equitable Access to Resources and Supports			
	Resources and supports are not deployed efficiently, effectively, or equitably.	*Resources and supports are managed somewhat efficiently and effectively, though students may not have equitable access.*	*Resources and supports are deployed efficiently and effectively; all students are able to access what they need.*	*Resources and supports are deployed equitably; students take initiative in accessing resources and identifying additional supports they need.*
	Non-Instructional Tasks			
	Non-instructional tasks are not completed or completed inefficiently resulting in loss of instructional time or potential danger to students.	*Non-instructional tasks are completed with some efficiency, but instructional time is lost.*	*Most non-instructional tasks are competed efficiently, with little loss of instructional time.*	*Non-instructional tasks are completed seamlessly with no loss of instructional time.*

TEACHER - DOMAIN 2: LEARNING ENVIRONMENTS		
2d Supporting Positive Student Behavior		
2d DESCRIPTION	**2d ELEMENTS OF SUCCESS**	**2d CONSIDERATIONS**
In order for learning to occur and for students to feel safe and valued, teachers must attend to supporting a climate of respectful behavior in ways that affirm the dignity of each student. Learning is not supported in an environment characterized by disengagement, apathy, resistance, or bullying. At the same time, the aim of the effective teacher is not to control students or use authority or punitive approaches to eliminate "misbehavior," but rather to support motivation, compassion, and other positive behaviors within the classroom. Purposeful classroom rules and norms - alongside engaging instruction - combine to support an optimal learning environment that allows students to grow and thrive. Classrooms, no matter what form they take, are crowded and busy places. Successful learning environments have established expectations to support the common good that are culturally responsive and reflect shared norms and values. Within these environments, it is the teacher's responsibility to support students by modeling and teaching habits of character (such as compassion and respect) that lead to high-quality learning environments and ultimately help students to act ethically in a variety of settings. Excellent teachers do not simply dictate and then reinforce positive behavior; they work with students to promote them by encouraging self-monitoring, reflection, and collective responsibility. While ground rules for expected behavior are important, teachers who excel in "classroom management" focus on fostering positive behavior that ultimately results in purposeful self- management as students develop the dispositions and traits they need to make good choices and successfully navigate a variety of contexts. They help students develop and maintain shared norms and expectations, provide opportunities for students to reflect on their interactions with one another, and approach student behavior with community-mindedness– the idea that building a better classroom community is a shared endeavor.	**Expectations for the Learning Community** Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group. **Modeling and Teaching Habits of Character** Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship. **Self-Monitoring and Collective Responsibility** Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.	In what ways do students demonstrate that clear expectations have been established with their active and continued input? What are some ways that teachers model and teach habits of character that develop positive behavior in students? What evidence indicates that students monitor and reflect on their behavior and the impact it has on their classmates and their learning?

TEACHER - DOMAIN 2: LEARNING ENVIRONMENTS				
2d: Supporting Positive Student Behavior				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior.	Positive behavior is modeled by the teacher and occasionally taught explicitly.	Members of the classroom community display positive behavior, which is modeled by the teacher and reinforced to promote reflection and recalibration rather than compliance.	Members of the classroom community consistently and independently display positive behavior and seek opportunities to build a better classroom and school community.
2d: Critical Attributes	**Expectations to Support the Common Good**			
	There are no clear expectations and/or negative behavior is not addressed.	*There are expectations established to promote positive behavior but with uneven success.*	*Expectations have been successfully established and agreed upon.*	*Students play an active role in establishing and maintaining expectations with regular opportunities for critical reflection both individually and as a group.*
	Modeling and Teaching Habits of Character			
	There is no explicit modeling or teaching of habits of character.	*Habits of character are modeled or taught but with uneven success.*	*Habits of character are modeled, explicitly taught, and reinforced to promote learning, ethical behavior, and citizenship.*	*Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment.*
	Self-Monitoring, Reflection, and Collective Responsibility			
	Students take no responsibility for their own behavior and do not display awareness of their impact on others.	*The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.*	*Students successfully monitor their own behavior and attend to their impact on other students.*	*Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.*

TEACHER - DOMAIN 2: LEARNING ENVIRONMENTS		
2e Organizing Spaces for Learning		
2e DESCRIPTION	**2e ELEMENTS OF SUCCESS**	**2e CONSIDERATIONS**
What constitutes a classroom space is evolving rapidly and may be different from school to school or teacher to teacher. Some teachers teach in a standard classroom, some travel from classroom to classroom, some teach primarily online, and others teach in a gym or on a stage. Regardless, teachers are responsible for working with their students to create a joyful environment that promotes learning. As part of the work of organizing the space, teachers must attend to safety and equitable accessibility for all students. Beyond this necessity, excellent teachers prioritize design for learning and development. In other words, their classes are not simply arranged for efficiency or based on personal preferences but are thoughtfully designed to support learning and the work that students do with one another. Though arrangement of objects and resources may vary greatly from space to space, the best spaces for learning reflect shared ownership - a space where all members of the community feel safe, belong, and can learn. When a classroom is a true community of learners, students themselves become involved in the creation of a beautiful and joyful environment and take initiative in ensuring it meets their needs. They may, for example, plan a display of work, move furniture to facilitate a group project, or shift supplies to improve traffic flow. They may lower the shades to block the sun from a classmate's eyes or shut the door to keep out hall noise. It is their space, and they make it work to promote learning. Naturally, such student involvement can only occur when the teacher cultivates and encourages student participation in establishing the environment as a shared space from the outset.	**Safety and Accessibility** The learning space is safe and accessible to all students and is modified, if necessary, by students or teachers to accommodate individual student needs. **Design for Learning and Development** The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities. **Co-Creation and Shared Ownership** Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.	How do teachers and students modify the learning space as needed to make sure it is safe and accessible? What evidence indicates that the learning space has been designed specifically to suit and support the content and the students? In what ways is student input applied to create a sense of shared ownership over the learning space?

TEACHER - DOMAIN 2: LEARNING ENVIRONMENTS				
2e: Organizing Spaces for Learning				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially supports student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co- designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.
2e: Critical Attributes	**Safety and Accessibility**			
	The space endangers student safety or is not accessible to all students.	*The space is generally safe and accessible with some issues that need to be addressed.*	*The space is safe and accessible to all students.*	*Modifications are made to the environment as necessary by students and teachers to accommodate individual needs.*
	Design for Learning and Development			
	The design of the space is an impediment to learning and development.	*The design of the space is not an impediment to learning but does not enhance it.*	*The design of the space supports student learning and development and is appropriate for the goals and activities.*	*The design of the space optimizes learning and development and is appropriately adjusted to align to goals and activities.*
	Co-Creation and Shared Ownership			
	Students do not help create or arrange the space for learning and demonstrate little pride or ownership in the space.	*Students have some voice in creating the space and demonstrate some ownership of it.*	*Students have a voice in creating the space and demonstrate shared ownership of it.*	*Students take initiative in designing the space, demonstrate a sense of pride and ownership, and adjust the space as necessary to create a more beautiful and joyful environment.*

TEACHER - DOMAIN 3: LEARNING EXPERIENCES		
3a Communicating About Purpose and Content		
3a DESCRIPTION	**3a ELEMENTS OF SUCCESS**	**3a CONSIDERATIONS**
Teachers communicate with students constantly and for a variety of purposes. While any communication with or between students has a direct connection to many of the components of learning environments, communication related to the purposes of learning, the expectations for activities, and the content itself are essential aspects of instruction that support (or hinder) students' intellectual engagement and academic success. Successful teachers consistently and effectively communicate that learning is a purposeful activity and make the goals and objectives of specific learning experiences clear to students. They emphasize the purpose of these goals, both in relation to the larger curriculum and students' own interests and purposes and communicate the why behind the goals in a way that makes them meaningful and relevant. Effective teachers also explain how students will learn and what it will look like when they are successful. Specific learning activities require clear directions and expectations so that students can engage successfully. Constructivist teachers often facilitate experiences that guide students to develop insights and discover underlying principles or ideas on their own. In such cases, there may initially be more focus on explaining how students will engage rather than exactly what they will learn, but explaining the insights and learning that develop as a result of these experiences is critical work for students and teachers. When teachers present concepts and information, they do so accurately and clearly, using precise, academic language. They often do so imaginatively as well, embellishing their descriptions, using multiple means of representation to explain content, employing analogies or metaphors to support understanding, and linking the content to students' own lives and prior knowledge. They use vivid, rich, and appropriate academic language and support and encourage students to do the same.	**Purpose for Learning and Criteria for Success** Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success. **Specific Expectations** Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout. **Explanations of Content** Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding. **Use of Academic Language** Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.	How do students connect to the purpose and value of learning to grow both academically and personally? What are some ways that students show that they understand the expectations associated with learning activities and the process of learning? How do students demonstrate that content has been explained in a way that enhances their understanding? In what ways do teachers and students use rigorous and accurate academic language to build content knowledge?

DOMAIN 3: LEARNING EXPERIENCES				
3a: Communicating About Purpose and Content				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	Communication about purpose and content is unclear or confusing and hinders student learning.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experience and models effective use of language.	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.
3a: Critical Attributes	**Purpose for Learning and Criteria for Success**			
	The teacher does not convey to students what they will be learning.	*The teacher partially explains the purpose of learning but with little elaboration or specificity.*	*The teacher clearly explains what students will be learning and why, how it is situated within broader purpose, how they will learn it, and what success will look like.*	*Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives.*
	Specific Expectations			
	The teacher's unclear or incomplete explanation of the learning activities hinders student engagement.	*Expectations for the learning activities are somewhat clear to students.*	*The teacher clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement.*	*The teacher and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning.*
	Explanations of Content			
	The teacher makes significant content errors or fails to provide clear explanations, affecting student understanding of the content.	*The teacher makes minor content errors or provides explanations of the content that are somewhat confusing and only invite minimal participation or engagement by students.*	*The teacher's explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of students; content is explained in multiple, engaging ways to support conceptual understanding.*	*Students discuss and explain content clearly and precisely; their communication about content and its application demonstrate critical thinking, curiosity, and understanding of its purpose and relevance.*
	Use of Academic Language			
	The teacher's communications include incorrect or imprecise use of academic language.	*The teacher's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.*	*The teacher's content-specific language and vocabulary are accurate, academically rigorous, and well-suited to students and lessons, providing a model to support student development.*	*Rich and rigorous language and vocabulary are consistently and effectively used by the teacher and students.*

TEACHER - DOMAIN 3: LEARNING EXPERIENCES		
3b Using Questioning and Discussion Techniques		
3b DESCRIPTION	**3b ELEMENTS OF SUCCESS**	**3b CONSIDERATIONS**
Questioning and discussion, when used effectively during learning experiences, engage students in the exploration of content and deepen student understanding. Before teachers have mastered the skill of questioning and discussion, the questions they ask are often quick, low- level questions with one right answer that only elicit responses from a few students or lead to discussions between the teacher and one student at a time. Skillful teachers frame questions that have multiple answers and invite students to formulate hypotheses, make connections, or challenge previously held views. They are especially adept at valuing students' responses, building on them, and making use of their ideas to help students arrive at new understandings of complex material. When a strong culture for learning and a respectful, safe environment are present, classroom discussions engage all students in important issues, provide opportunities for critical thinking, deepen, and extend understanding, and promote the use of precise language. Discussions may be based on questions formulated by the teacher or the students. Through questioning and discussion during learning experiences, students are challenged to explain and justify their reasoning, citing specific text or other evidence, and are given opportunities to reflect on learning. Skills and dispositions related to critical thinking, logical reasoning, and reflection are critical to all disciplines and essential to student success in school and beyond. In the most successful discussions, all students are engaged. A few students do not dominate the conversation, nor is it a back-and-forth between a teacher and students. Rather, all students are drawn into the conversation because members of the classroom community seek the perspective of all students, and all voices are heard. While successful teachers are adept at asking questions that lead to fruitful and purposeful discussions, they have also established routines, created safe spaces with their students, and taught and modeled skills that allow them to gradually move from the center to the side so students can maintain the momentum.	**Critical Thinking and Deeper Learning** Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world. **Reasoning and Reflection** Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry. **Student Participation** Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.	How do students demonstrate that questioning and discussion is helping them to think critically and deepen their understanding? How does questioning and discussion challenge students to justify their reasoning and reflect on their learning? In what ways do students respectfully and productively engage each other in dialogue?

TEACHER - DOMAIN 3: LEARNING EXPERIENCES				
3b: Using Questioning and Discussion Techniques				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	Questioning and discussion are absent or do not support learning and development.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Student intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.
3b: Critical Attributes	Critical Thinking and Deeper Learning			
	Questioning and discussion do not invite student thinking, are of low cognitive challenge, and often have a single correct response.	*The teacher frames questions to promote critical thinking and deeper understanding but with uneven success.*	*Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding.*	*Students initiate higher-order questions and extend discussions with confidence, applying and developing critical thinking, curiosity, and deeper understanding.*
	Reasoning and Reflection			
	Questioning and discussion do not invite or require students to explain their thinking.	*Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so.*	*Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so.*	*Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry.*
	Student Participation			
	Questions and discussions are between teacher and select students; students do not engage in dialogue with one another or ask each other questions.	*The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.*	*The teacher successfully engages students in discussion; students actively participate and ask questions of one another.*	*Students formulate questions, initiate discussion, and assume responsibility for ensuring that all voices are heard.*

TEACHER - DOMAIN 3: LEARNING EXPERIENCES		
3c Engaging Students in Learning		
3c DESCRIPTION	**3c ELEMENTS OF SUCCESS**	**3c CONSIDERATIONS**
Ultimately, teachers are responsible for the learning and development of students, which requires students' active, intellectual engagement in learning experiences. When teachers arrange for ambitious instruction with each of their students in mind and cultivate safe, supportive, and challenging learning environments, the conditions exist for this type of engagement to occur. As such, all other components of the Framework for Teaching contribute to this one, and many have referred to it as the "heart" of the Framework. This designation reinforces the fundamental principles and constructivist foundation of the Framework, especially the idea that it is the learner who does the learning. True engagement is present when students are intellectually active and emotionally invested in learning important and challenging content, not simply when they are "busy" or "on task." The critical distinction between experiences in which students are compliant and those in which they are engaged is that in the latter, students are developing their understanding through rich learning experiences, collaboration, and teamwork, and thinking and reflection. They are not simply completing an assignment or passively receiving content. When students engage at a deeper level, they are encouraged to be curious, supported to assume responsibility for their learning, and motivated to increase the challenge, complexity, and relevance of learning experiences themselves. Successful teachers provide multiple ways for students to engage with the content and represent their ideas. Even so, engaging learning experiences typically have a discernible, coherent structure that teachers have carefully prepared. Tasks and activities provide cognitive challenge and students are encouraged to reflect on what they have learned. That is, the experience has closure, in which teachers encourage students to derive the important learning from the tasks, discussion, or materials. The best evidence of engagement is not what teachers are saying or doing (or even what they have planned) but what students are saying and doing as a result.	**Rich Learning Experiences** Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement. **Collaboration and Teamwork** Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful. **Use of Instructional Materials and Resources** Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content. **Opportunities for Thinking and Reflection** Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.	How do students demonstrate agency in making learning tasks more engaging and meaningful? What are some ways that teachers ensure that student collaboration is utilized to deepen understanding and further learning? In what ways are instructional materials and resources used to support deep learning by all students? What evidence indicates that the lesson is structured to allow students multiple meaningful opportunities to think and consolidate understanding?

TEACHER - DOMAIN 3: LEARNING EXPERIENCES				
3c: Engaging Students in Learning				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	Learning experience do not require active intellectual engagement by students.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take initiative to increase the challenge or complexity of learning experiences and make suggestions for modification that increase meaning and relevance.
3c: Critical Attributes	**Rich Learning Experiences**			
	Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.	*Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.*	*All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking.*	*Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging.*
	Collaboration and Teamwork			
	Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.	*Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities.*	*Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.*	*Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful.*
	Use of Instructional Materials and Resources			
	Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitably available.	*Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them.*	*Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content.*	*Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging.*
	Opportunities for Thinking and Reflection			
	The pace of the lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	*The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.*	*The pacing of the lesson supports high levels of intellectual engagement and deeper learning; students have multiple and effective opportunities to think, reflect and consolidate understanding.*	*Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.*

TEACHER - DOMAIN 3: LEARNING EXPERIENCES		
3d Using Assessments for Learning		
3d DESCRIPTION	**3d ELEMENTS OF SUCCESS**	**3d CONSIDERATIONS**
While assessments of learning are essential and have often been more heavily emphasized by policymakers, teachers have long known that assessment for learning is a powerful and important tool. Assessment is an integral part of learning experiences themselves, not just a signal of the end of a lesson, unit, or course. Summative assessment has always been and will continue to be an important aspect of teaching, allowing teachers, students, and their families to know whether students have learned and progressed toward their goals. But when formative assessment is a key component of learning experiences, teachers and students are able to gauge whether they have learned the content or mastered skills, as well as where they are on the path to meeting their learning goals, making them ultimately more likely to be successful in achieving their purposes. Assessment for learning provides essential feedback to students and teachers on successes and challenges. Successful teachers are constantly monitoring student progress, and also encouraging and supporting students to monitor their own understanding. In order for assessment during learning to provide useful feedback, there must be standards and criteria for success that are aligned to the goals and clear to students and those supporting them. Successful opportunities to assess learning, no matter their form (they may be formal or informal, planned or organic), allow teachers to determine the degree of understanding of every student in the class and for each student to monitor their own learning against clear standards and collaborative goals determined by both students and teachers. In the most successful learning experiences, feedback comes from a variety of sources (including other students). It is specific, useful, timely, and focused on improvement or further learning. While it may prioritize addressing gaps or misunderstandings, it should also provide encouragement and identify strengths that students can leverage in this or future challenges.	**Clear Standards for Success** Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them. **Monitoring Student Understanding** Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding. **Timely, Constructive Feedback** High-quality feedback comes from many sources, including students; it is specific and focused on improvement.	In what ways do teachers establish and clearly communicate the standards for high-quality work? What evidence indicates that students monitor their own understanding to analyze their progress toward learning goals? How do students receive and utilize high quality feedback to advance their learning?

TEACHER - DOMAIN 3: LEARNING EXPERIENCES				
3d: Using Assessments for Learning				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	Formative assessment is not used during instruction or does not support student learning and development.	Formative assessment partially supports student learning and development.	The teacher and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges.
3d: Critical Attributes	**Clear Standards for Success**			
	The teacher does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful.	*Students partially understand how they will know they are progressing successfully and how their work will be evaluated.*	*The standards of high-quality work and success are clear to students and provide the opportunity for self-assessment.*	*Students and those who support them clearly understand how their progress is being assessed; they have an active voice in establishing standards for success that are relevant and ambitious.*
	Monitoring Student Understanding			
	The teacher does not determine whether students are progressing toward mastery of the goals and provides no structured opportunities for students to monitor their own progress.	*The teacher's attempts to monitor student understanding and support self- assessment are limited or only partially effective.*	*The teacher uses questions and assessments to elicit accurate evidence of student understanding and models strategies for self-assessment, allowing students to successfully analyze their own progress toward goals.*	*Students take initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-assessment to understand their progress make adjustments and identify new or alternative pathways and goals.*
	Timely, Constructive Feedback			
	Students receive no feedback, or the only feedback given is global or for only a few students.	*The teacher provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.*	*Students receive timely, constructive feedback from the teacher or others that advances learning.*	*Students make decisions and assume responsibility for their learning using high-quality, improvement-focused feedback from many sources.*

TEACHER - DOMAIN 3: LEARNING EXPERIENCES		
3e Responding Flexibly to Student Needs		
3e DESCRIPTION	**3e ELEMENTS OF SUCCESS**	**3e CONSIDERATIONS**
Teaching is an incredibly complex and demanding activity that requires ongoing, often consequential decision-making. In the course of learning experiences, teachers are making decisions almost constantly. These decisions might include whether to shift approach (or not) based on evidence of student engagement; how to respond to and build upon student inquiries; what to do when one, some, or all students are struggling; and how to acknowledge students' emotional wellbeing or respond to events in their lives, communities, or the broader society. While some of these decisions might be made in advance, successful teachers are particularly skilled in making adjustments during the course of learning experiences in response to changing conditions. With experience, teachers develop skills in accurately predicting how a lesson will go and being prepared for different possible scenarios. However, even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that students are encountering unanticipated difficulties. Additionally, student inquiries or unanticipated events might create new and unexpected learning opportunities that are worth pursuing in the moment. In either case, successful teachers are able to make both minor and (at times) major adjustments to better address the needs of students and ensure their success. Such adjustments are supported by teachers' expertise, confidence, and sense of efficacy. When teachers demonstrate flexibility and responsiveness, they also model mindsets and skills for their students. For instance, committed teachers don't give up easily. Their determination and persistence in supporting students who encounter difficulties or experience failure has a direct impact on students' own mindsets and the culture for learning in the classroom. A learning experience, even one that goes according to plan, will include moments of struggle, and the determination of students and teachers and the adjustments they make during those times further their success.	**Evidence-Based Adjustments** When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests. **Receptiveness and Responsiveness** Teachers are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue new learning and opportunities on their own. **Determination and Persistence** Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful.	What evidence indicates that teachers make real-time adjustments to learning activities to suit students' individual needs? In what ways do teachers incorporate students' questions and interests into the learning experience to deepen understanding and support curiosity? What are some ways that teachers and students demonstrate a commitment to success when they experience difficulties?

TEACHER - DOMAIN 3: LEARNING EXPERIENCES				
3e: Responding Flexibly to Student Needs				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities.
3e: Critical Attributes	**Evidence-Based Adjustments**			
	The teacher does not recognize, or ignores, evidence of low engagement or lack of student understanding.	*The teacher attempts to adjust learning experiences based on evidence but is only partially successful.*	*The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs.*	*Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the teacher.*
	Receptiveness and Responsiveness			
	The teacher brushes aside or does not fully address students' questions or difficulties.	*The teacher attempts to incorporate students' questions and respond to their interests but only minimally or with limited success.*	*The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy.*	*Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the teacher or others in the school and beyond.*
	Determination and Persistence			
	The teacher does not convey a level of responsibility for student learning and success or is uncertain about how to assist students.	*The teacher conveys responsibility and commitment to efficacy but lacks certainty or is only partially successful in responding to student difficulties.*	*Drawing on a broad repertoire of strategies, the teacher persists in seeking alternative approaches and pathways when students experience difficulty.*	*Students demonstrate determination and persistence when they experience difficulties; they seek and receive effective support from the teacher and others.*

TEACHER - DOMAIN 4: PRINCIPLED TEACHING		
4a Engaging in Reflective Practice		
4a DESCRIPTION	**4a ELEMENTS OF SUCCESS**	**4a CONSIDERATIONS**
The ability to engage in reflective practice that leads to professional growth and student success is an essential aspect of teaching. While teachers often reflect on and analyze a single learning experience (or series of them), they also engage in self-assessment and reflection more generally about their practice. Reflection is a process of thinking, reviewing, looking at evidence, identifying strengths and opportunities, and seeking new knowledge and new perspectives that can enhance practice. Teachers who engage successfully in reflection focus on their impact on student learning. This includes attention not only to the specific events or activities that occur during learning but also to their own beliefs, mindsets, and aspects of their own identities that may influence the experience of students. By analyzing results of student assessments, examining a lesson they record, receiving feedback from colleagues, or by a variety of other means, teachers work to determine where to focus their efforts in making adjustments, learn from their challenges, and build on their successes. Reflection may occur in conversation with colleagues, by keeping a journal or written record of reflections, and by engaging in the process of thinking about - and acting on - what they observe and are able to learn on their own. Reflection is a habit and mindset that teachers use in a variety of contexts, including their personal lives. It's a disposition that they also work to encourage and build in students. That said, reflection on teaching is a process that teachers acquire and develop over time. Reflecting with accuracy and specificity and being able to apply new learning to future interactions, is a skill that should be supported by mentors, coaches, instructional leaders, and colleagues. Over time, reflective practice becomes a habit of mind, a way of thinking critically about and analyzing teaching through the lens of student success leading to improvements in teaching and better outcomes for students.	**Self-Assessment of Teaching** Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences. **Analysis and Discovery** Based on their self-assessment, teachers consider alternative approaches or perspectives, question their own ideas or beliefs and learn new ways to further advance student learning. **Application and Continuous Improvement** Teachers demonstrate commitment to the success of all students by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis.	How do teachers utilize multiple sources of evidence to analyze their practice and the effectiveness of their instruction? What evidence indicates that teachers utilize the results of self-assessment to guide the purposeful acquisition of new knowledge and skills? In what ways do teachers utilize self-reflection and new ideas to demonstrate a personal commitment to continuous improvement?

TEACHER - DOMAIN 4: PRINCIPLED TEACHING				
4a: Engaging in Reflective Practice				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The teacher does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of instruction.	The teacher's reflective practice leads to some accurate assessment of student success of instruction gut does not follow through with analysis and changes to practice.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads t an accurate assessment of the success of instruction and results in specific changes and adjustments.	The teacher consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of instruction, exploration of new ideas and approaches, and ongoing changes to practice and mindsets focused on supporting students who need it most.
4a: Critical Attributes	**Self-Assessment of Teaching**			
	The teacher does not reflect on experiences or draws inaccurate or incomplete conclusions about their success.	*The teacher has a partially accurate but incomplete sense about whether or not instructional practices were successful or had the desired impact on student learning and development.*	*The teacher draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development.*	*The teacher's assessment of the lesson is based on multiple sources of evidence, leads to a thoughtful and accurate analysis of practice, and addresses the specific impact of the design or execution of elements of instruction on student learning and development.*
	Analysis and Discovery			
	The teacher does not or is unable to analyze their impact on student success and/or makes no suggestions for growth or improvement.	*The teacher analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindsets or beliefs, and/or be willing to explore new strategies or ideas.*	*The teacher analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.*	*The teacher critically analyzes the impact of practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing improvement for students who need it the most.*
	Application and Continuous Improvement			
	The teacher does not plan for or consider opportunities to improve practice.	*Based on reflection, the teacher has some plans for future action that will better support student learning and development.*	*Based on reflection, the teacher considers multiple paths forward, communicates a commitment to the success of all students, and plans, practices, and implements improvements.*	*Based on reflection, the teacher focuses on the best course of action for student success, demonstrates perseverance in the face of challenges, implements new ideas and strategies and continues to reflect on and analyze the results.*

TEACHER - DOMAIN 4: PRINCIPLED TEACHING		
4b Documenting Student Progress		
4b DESCRIPTION	**4b ELEMENTS OF SUCCESS**	**4b CONSIDERATIONS**
While effective teachers keep detailed records of completion of assignments, grades on assessments, or even daily participation or notes about the well- being of students, they also focus their documentation of student progress on just that–where students are in relation to their goals, which may or may not be readily apparent from their grades. Importantly, this information about where each student "is" in their learning trajectory must be accessible to and understood by students themselves and those who support them: their families, caregivers, and other educators. Simply giving access to an online grading system or sending home progress reports is not sufficient to build shared ownership of student progress. Successful teachers engage students themselves and their families in setting goals, tracking progress toward them, and celebrating their attainment. In many cases, teachers do important work to ensure that students and their families fully understand what different grades, scores, or designations mean. For instance, designations such as "below grade level" or more specific ways of documenting reading level may be generally understood by students, but it's essential that teachers share more than just this basic information and do so in a way that affirms students rather than operating from a deficit mindset. True success in this component occurs when students are fully able to describe their own progress in detail–not just to the teacher but to their families as well. They take ownership of and demonstrate pride in their accomplishments. They also recognize and learn from their failures or challenges. Ultimately, they assume responsibility for their progress with the teacher serving as their guide.	**Student Progress Toward Mastery** The teacher documents student progress toward learning and developmental goals and shares information with students, parents, and educational collaborators. **Shared Ownership** With support from teachers, students utilize resources to monitor their progress toward learning and developmental goals and regularly analyze and discuss their progress with teachers and caregivers. **Maintaining Reliable Records** The teacher consistently gathers, updates, and shares data that is accurate, accessible, and clear to students and families.	What evidence indicates that there is a clear system used by students and teachers to track mastery of learning goals? How do teachers, students, and those that support them share responsibility and ownership of student progress? In what ways do teachers ensure that records are created and maintained in a reliable, accurate, and accessible fashion?

TEACHER - DOMAIN 4: PRINCIPLED TEACHING				
4b: Documenting Student Progress				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them.	The teacher documents some aspects of student progress in a manner that is accessible to students and those who support them.	The teacher documents and celebrates student progress toward mastery, focusing on the attainment of learning and developmental goals; students and those who support engage in reflect on their progress.	Students monitor progress toward mastery and their own attainment of learning and development goals; they analyze and discuss their progress with the teacher and those who support them.
4b: Critical Attributes	**Student Progress Toward Mastery**			
	The teacher does not adequately track student progress or the approach is not focused on mastery or aligned to goals.	*The teacher tracks student progress toward mastery but it is not comprehensive or may not be useful to students and those who support them.*	*There is a clear system for tracking progress toward mastery and the teacher communicates understandable and useful information to students and those who support them.*	*Students are consistently aware of their own progress toward mastery of their goals; they are able to identify, reflect on, and discuss their strengths and needs based on clear evidence of progress.*
	Shared Ownership			
	The teacher does not engage students or those who support them in setting, understanding, or monitoring progress toward goals.	*The teacher makes attempts to engage students and those who support them in identifying goals and monitoring progress toward them, with partial success.*	*The teacher engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success.*	*Students and those who support them are engaged as full partners in setting goals, monitoring progress, and evaluating and celebrating success.*
	Maintaining Reliable Records			
	The teacher does not have systems for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	*The teacher has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.*	*The teacher has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.*	*The teacher's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.*

TEACHER - DOMAIN 4: PRINCIPLED TEACHING		
4c Engaging Families and Communities		
4c DESCRIPTION	**4c ELEMENTS OF SUCCESS**	**4c CONSIDERATIONS**
Successful teachers recognize that their success, which comes from their students' success, requires the engagement of families and the communities in which they work. Schools have too often, though certainly not always, been seen as separate from the families and communities they serve. Deficit notions of families and communities have too often done harm to students and hindered their success. Certainly, students' families rely on the school and teachers in it to meet their students' needs and help them achieve their individual goals and purposes, and their levels of engagement may vary for a host of different reasons. However, it is essential that teachers operate with a mindset that views families and other members of the community as co- teachers, partners, and resources. Understanding the cultural backgrounds and values of students and their families is essential, especially when there is a difference between those values or cultures and a teacher's own. When families feel unwelcome or excluded from the learning community, when their students do not receive the support they need, or when their cultures and identities are viewed as deficits rather than assets, success for each student is not possible. Teachers who respectfully and fully engage families and the community in ways that value and honor their humanity and create a shared commitment to student success are engaging in efforts that can have lasting effects and far-reaching influence. There are many ways to engage families and various purposes for that engagement. Effective teachers partner with families in creating learning environments and building a community of learners. They ensure that families know about and understand the instructional program. They invite parents to engage in learning experiences. Ultimately, they make families part of the learning community and view their partnership as essential to meeting the needs of their students.	**Respect and Cultural Competence** Teachers interact with families and the community in ways that respect their values and cultural backgrounds. **Community Values** Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success. **Instructional Program** Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback. **Engagement in Learning Experiences** Teachers connect students' out- of-school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.	In what ways do teacher interactions demonstrate their respect for the values of students' families and local community? How is the vision for student success shaped and informed by the values of the community? What evidence indicates that structures are in place and consistently utilized to keep families informed and collect their input and feedback? How do teachers connect to students' lived experiences to tailor and deepen engagement in learning experiences?

TEACHER - DOMAIN 4: PRINCIPLED TEACHING				
4c: Engaging Families and Communities				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher's engagement of families and communities is culturally responsive, demonstrates a clear value for the role they play in student learning, and furthers students' academic and personal success.	The teacher's engagement of students, families, and communities focuses on supporting the academic and personal success of each student, especially students who have been marginalized.
4c: Critical Attributes	**Respect and Cultural Competence**			
	The teacher is unable to engage families or does so in ways that are disrespectful or demonstrate bias.	*The teacher's efforts to engage families and communities are respectful and demonstrate some cultural awareness and an attempt to learn more.*	*The teacher engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds.*	*The teacher, students, and families partner together to support student success in a manner that honors the contributions of all and focuses on meeting the needs of all students.*
	Community Values			
	The teacher does not take the values of families into account when planning learning experiences or designing learning environments.	*The teacher makes some efforts to engage families and communities in contributing to the ethos and values of the learning community.*	*The teacher engages families in co-creating elements of the learning community that reflect the values of the community.*	*The teacher, students, and families partner together to establish a learning community that honors the ethos and values of all members.*
	Instructional Program			
	Little or no information about the standards, curriculum, or learning expectations is available to parents.	*The teacher shares basic information about the standards, curriculum or learning expectations; the information is limited, inaccessible, or incomplete.*	*The teacher frequently shares accessible, informative updates about the standards, curriculum and/or learning expectations and seeks input from families.*	*The teacher partners with families to ensure that everyone who supports students understands the instructional program and has opportunities to engage thoughtfully in its development.*
	Engagement in Learning Experiences			
	The teacher provides no opportunities for families to engage in learning experiences with students.	*The teacher invites families to engage in learning experiences with limited success.*	*The teacher includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.*	*The teacher views and incorporates families as essential partners in learning experiences.*

TEACHER - DOMAIN 4: PRINCIPLED TEACHING		
4d Contributing to School Community and Culture		
4d DESCRIPTION	**4d ELEMENTS OF SUCCESS**	**4d CONSIDERATIONS**
Schools are, first and foremost, environments to promote the learning and development of students. In order for a school's vision of success for students to be achieved, teachers must work collaboratively and engage together in inquiry regarding effective practice. Their efficacy as a community is essential for the success of the school as a whole and that of individual students. The full potential of a school community is realized only when teachers regard themselves as members of and leaders in a learning organization. This type of community is characterized by mutual support and respect, as well as by the recognition that all teachers have the responsibility to seek ways to improve their practice and contribute to the life and values of the school. A key component of the intellectual life of the school is collaborative inquiry. By identifying problems of practice, student needs, and areas of investigation, teachers are able to support one another, develop solutions, and engage in innovation that leads to student success. Through an ongoing process focused on improvement, teachers observe one another and provide feedback, participate in professional learning communities, study curricular materials together, and analyze student outcomes and assessment data across the school. When collaborative inquiry is implemented successfully, teachers solve problems and grow collectively in their pursuit of excellence. Inevitably, teachers' involvement in and contributions to the community and culture of the school also extend beyond what might typically be considered their instructional practice. These contributions have an important impact on the life of the school and include activities such as parent-teacher organizations, school or district committees, and school social or cultural events. While each teacher's contributions may differ (as may school or district expectations), successful educators are committed to enhancing the culture of the entire school.	**Relational Trust and Collaborative Spirit** Teachers develop strong relationships with students and colleagues that support professional learning, collaboration, mutual trust, and student success. **Culture of Inquiry and Innovation** Teachers contribute to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action toward their solution. **Service to the School** Teachers extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives.	What evidence indicates that teachers have developed strong relationships that build relational trust with students and colleagues? In what ways do teachers model a culture of thoughtful, generative professional inquiry? What are some ways that teachers lead in developing and implementing school events, projects, and initiatives for students and colleagues?

TEACHER - DOMAIN 4: PRINCIPLED TEACHING				
4d: Contributing to School Community and Culture				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	The teacher makes some contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and bring the values of the school to life through modeling and positive action.	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families who have been marginalized.
4d: Critical Attributes	**Relational Trust and Collaborative Spirit**			
	The teacher's relationships with colleagues are characterized by negativity or combativeness.	*The teacher has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues.*	*The teacher has supportive and collaborative relationships with colleagues that are built on mutual respect and trust.*	*The teacher actively builds relational trust with colleagues and models collaboration focused on student success.*
	Culture of Inquiry and Innovation			
	The teacher avoids activities promoting professional inquiry or only participates when required, making few or negative contributions.	*the teacher participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success.*	*The teacher regularly and actively participates in and contributes thoughtfully to professional inquiry.*	*The teacher takes a leadership role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school.*
	Service to the School			
	The teacher avoids involvement in school events, projects, and initiatives.	*The teacher participates in school events, projects, and initiatives as expected.*	*The teacher makes a substantial contribution to school events, projects, and initiatives.*	*The teacher takes a leadership role in events, projects, and initiatives that contribute to the overall success of the school.*

TEACHER - DOMAIN 4: PRINCIPLED TEACHING		
4e Growing and Developing Professionally		
4e DESCRIPTION	**4e ELEMENTS OF SUCCESS**	**4e CONSIDERATIONS**
As is the case in other professions, the complexity of teaching requires continuous growth and development. By continuing to stay informed, enhancing their skills, and further developing their cultural competence, teachers become ever more effective and grow as leaders in their schools. Successful teachers approach growth and development with a spirit of curiosity–seeking to learn more about their disciplines as knowledge evolves, refining their skills around student engagement, and learning the newest strategies and technology, among other things. They also continuously seek to develop their understanding of the students and communities they serve. Engaging in collaborative inquiry with colleagues is one key practice that supports growth and development. This engagement may occur through department or team meetings, study groups, lesson study, or other structures. In addition, educators increase their effectiveness in the classroom by participating in opportunities for learning through professional organizations, online courses, educational conferences, or formally continuing their education through university coursework. Those who have experienced its power recognize that instructional coaching and mentoring are fundamental components of professional growth and development. When teachers seek and act on advice and feedback, they are able to refine their own knowledge and skills, become more adept at reflecting on their own practice, and ultimately are better able to meet the needs of their students. Feedback, whether formal or informal, is essential in understanding and analyzing classroom success and opportunities for improvement. As they gain more experience and expertise through practices such as collaborative inquiry and instructional coaching, successful teachers find additional ways to contribute to the success of their colleagues by taking on leadership roles.	**Curiosity and Autonomy** Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge. **Developing Cultural Competence** Teachers seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture. **Enhancing Knowledge and Skills** Teachers work to deepen content and pedagogical knowledge and exchange new learning with colleagues. **Seeking and Acting on Feedback** Teachers seek opportunities to receive and provide feedback and work collaboratively and constructively to utilize feedback effectively.	What evidence indicates that teachers respect cultural differences and work to develop and demonstrate cultural competence? How do teachers identify opportunities for growth to help them better meet the needs of students? In what ways do teachers demonstrate initiative toward refining their skills and content knowledge? What are some ways that teachers show a commitment to seeking and utilizing high- quality feedback?

TEACHER - DOMAIN 4: PRINCIPLED TEACHING				
4e: Growing and Developing Professionally				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is often determined or directed by others.	The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.	The teacher appropriately exercised autonomy to direct professional learning for themselves and their peers, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.
4e: Critical Attributes	**Curiosity and Autonomy**			
	The teacher demonstrates little or no interest in professional learning and takes no initiative to improve.	*The teacher engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth.*	*The teacher regularly seeks out and identifies high-quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.*	*The teacher takes a leadership role in the school, directing their own and others' learning as appropriate based on an inquiry-driven approach that prioritizes the needs of students.*
	Developing Cultural Competence			
	The teacher demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences.	*The teacher has some cultural knowledge, is developing understanding of the values and beliefs of other cultures and is beginning to engage in the reflective work necessary to become more culturally competent.*	*The teacher accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and structural inequities on students' success.*	*The teacher demonstrates cultural competence, is continually assessing and developing their own knowledge and skills and leads other in the school community to develop new approaches that value differences and address inequities.*
	Enhancing Knowledge and Skills			
	The teacher does not stay current on content and pedagogical knowledge.	*The teacher engages in activities designed specifically to strengthen content and pedagogical knowledge and deeper understanding of curriculum.*	*The teacher takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with colleagues.*	*The teacher is an expert and leader in understanding and continuously improving and refining their knowledge of content, pedagogy, and curriculum.*

	Seeking and Acting on Feedback			
	The teacher resists discussing feedback on their practice or ignores feedback that is given.	*The teacher accepts and acts on feedback given by colleagues.*	*The teacher invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.*	*The teacher takes a leadership role in the school in supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback.*

TEACHER - DOMAIN 4: PRINCIPLED TEACHING		
4f Acting in Service of Students		
4f DESCRIPTION	**4f ELEMENTS OF SUCCESS**	**4f CONSIDERATIONS**
Accomplished teachers demonstrate a commitment to the success of all students by acting ethically and taking deliberate action on their behalf. They have a strong moral compass and are guided by the best interest of each student. They display this commitment in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources that may extend beyond the classroom. Seeking greater flexibility in how school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment when current policies or procedures are out of line with community values or have not served students equitably. Promoting excellence means not only that teachers focus on best practices and their ongoing learning and development, it also means that they recognize and call attention to practices that are not supportive of learning and development for any student. When even one student feels unsafe or excluded from the learning community, does not have the support they need to meet the outcomes, feels their self-confidence shaken or their love of learning stifled, excellent teachers work to address these issues and make excellence possible for each student. They view the cultures and identities of students as assets rather than deficits and hold high expectations for them all. They act out of a firm commitment to the idea that excellence only for some is not excellence at all. In many ways, distinguished practice in all of the previous components of the Framework for Teaching is the best evidence of distinguished practice in this component. Ultimately, it reflects the ideal that teaching is work that matters. It requires critical thinking, curiosity, courage, autonomy, resourcefulness, gratitude, and compassion. Above all it requires the wisdom to make decisions in the best interest of students, especially in challenging situations.	**Acting with Care, Honesty, and Integrity** Teachers consistently model care, honesty, and integrity in interactions with students, families, and colleagues. **Ethical Decision-Making** Teachers make wise decisions, especially under challenging circumstances, that are in the best interest of students and their families. **Advocacy** Teachers are active advocates for students, their families, and colleagues and lead in taking action on their behalf.	What evidence indicates that teachers model care, honesty, and integrity and take the lead in developing and encouraging others to develop these qualities? In what ways do teachers ensure that the decisions they make are in the best interest of students, families, and colleagues? How do teachers model and take the lead in advocating for students, families, and colleagues?

TEACHER - DOMAIN 4: PRINCIPLED TEACHING				
4f: Acting in Service of Students				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The teacher acts unethically and does not understand the needs of students or make decision in their best interest.	The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The teacher models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.	The teacher is a leader in the school in defining, modeling, and upholding high standards of ethical practice and wise decision making that prioritize the needs of all students, especially those who have been marginalized or underserved.
4f: Critical Attributes	**Acting with Care, Honesty, and Integrity**			
	The teacher's actions are uncaring or dishonest.	*The teacher acts honestly and with care and integrity.*	*The teacher is known for and looked to as a model of care, honesty, and integrity.*	*The teacher is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and teachers to seek opportunities to develop these qualities.*
	Ethical Decision Making			
	The teacher makes unwise, rushed, or heated decisions or makes decisions that are self- serving.	*The teacher seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical.*	*The teacher makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.*	*The teacher is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.*
	Deliberate Action			
	The teacher fails to act on behalf of students when deliberate action is warranted.	*The teacher addresses the needs of students through their actions but may do so inconsistently or with partial success.*	*The teacher is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values.*	*The teacher serves as a model of advocacy for students and acts as a leader in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.*

INSTRUCTIONAL SPECIALIST EVALUATION RUBRIC

DISTRICT 86
JOLIET
PUBLIC SCHOOLS

2022 Specialist Frameworks
Adapted for Joliet Public Schools District 86 from:
The Framework for Teaching | Charlotte Danielson, 2022 | www.danielsongroup.org

DOMAIN 1	
Planning and Preparation	
1a	Planning Coherent Programs and Services
1b	Applying Knowledge of Best Practices and Service Delivery
1c	Knowing and Valuing Students
1d	Using Resources Effectively
1e	Designing and Analyzing Assessments

DOMAIN 2	
Professional Practice and Delivery of Service	
2a	Cultivating Respectful and Affirming Environments to Support Student Needs
2b	Responding with Flexibility to Student Needs
2c	Communicating with Clarity and Purpose
2d	Engaging Stakeholders in the Delivery of Services
2e	Fostering a Culture of Support and Perseverance

DOMAIN 3	
Productive Collaboration	
3a	Collaborating with Others
3b	Serving as Resource to the School Community
3c	Providing Resources and Access
3d	Maintaining Professional Standards
3e	Using Data in Planning and Delivery of Service

DOMAIN 4	
Principled Practice	
4a	Engaging Families and Communities
4b	Recording Data and Documenting Progress
4c	Growing and Developing Professionally
4d	Engaging in Reflective Practice
4e	Acting in Service of Students

The Evaluation Frameworks for Specialists are designed to promote professional growth by building a shared understanding of the complex work of specialists in their work to provide and maintain a high level of service delivery, communication, and collaboration with students, families, and the entire school community. All Evaluation Frameworks for Specialists share the same structure above; but each specialist has specific language describing their complex practice.

The Evaluation Frameworks for Specialists can be used in multiple ways:

- A tool for **self-reflection** for specialists.
- A guide used by specialists and observers to **support collaborative conversations** based on criteria.
- The critical attributes support observers in providing **specific and actionable feedback** that encourage professional learning for specialists whose services are such an integral part of student success.
- To help **identify, collect, sort, and align accurate evidence of practice**.
- Ultimately, to **promote growth** for specialists and observers alike.

EVALUATION RUBRIC FOR SPECIALISTS

Domain 1: Planning and Preparation

In planning and preparation for their delivery of service, specialists focus on supporting the needs of the students, parents, and staff. Each group has unique content knowledge and expertise and possesses a deep knowledge of the needs and characteristics of the students they serve. They possess a deep understanding of resources that can be obtained and used to meet the needs of the students and school community. When planning, specialists consult the standards and rely on this knowledge base to guide them. Specialists select or design and implement assessments to document student progress, to inform future service delivery, and to guide further improvement.

Domain 2: Professional Practice and Delivery of Service

Specialists create a respectful, affirming, and supportive environment. They foster a sense of belonging and a culture where students are engaged and learn to interact respectfully. They build relationships with staff members, parents, and students creating a strong rapport. Specialists have an extensive repertoire of instructional or professional strategies. They identify appropriate, engaging strategies and realize that daily interactions and plans may require adjustment and they are responsive to change based on student and/or teacher need. In addition, they communicate clearly and accurately. As they deliver services, specialists select resources and materials aligned to meet the needs of students.

Domain 3: Productive Collaboration

The nature of specialists' role requires them to form partnerships and collaborate with families, staff, and the school community. They are skillful in establishing these relationships and understand that the interactions with others impact student learning. They understand that they are valued members of the school community, and that part of their responsibility is to assist in addressing school-wide issues. Specialists have a wide range of school-based resources that they share with staff and families. Specialists often identify resources and make them available to those who need them. In addition, they assist staff members in securing resources to meet the individual needs of students. There are times when a specialist needs to maintain confidentiality; such circumstances may be related to families, students, or staff.

Domain 4: Principled Practice

Specialists' contributions have a profound impact on the students they serve and on the entire school community. They are dedicated to ongoing learning and growth, which is characterized by reflecting on practice, recognizing successes, and identifying opportunities for improvement within the context of their work with students and the school community. "At its best and at its core, [practice] is an act of service and moral leadership rooted in an ethic of care and focused on the success of each and every student."

Adapted from Charlotte Danielson, Enhancing Professional Practice and 2022 Framework for Teaching, Danielson

INSTRUCTIONAL SPECIALIST - DOMAIN 1: PLANNING AND PREPARATION				
1a: Planning Coherent Curriculum and Services				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Goals and support are not aligned to District curriculum, instruction, and assessment expectations, and /or resources; activities are not appropriate for the learner(s) being served.	Goals and support are partially aligned to District curriculum, instruction, and assessment expectations, and /or resources; activities partially support the learner(s) being served.	Goals and support are aligned to District curriculum, instruction, and assessment expectations, and resources; activities support the learner(s) being served.	Goals and support are aligned to district curriculum, instruction, assessment expectations, and/or resources. activities support the Learner(s) students being served and a leadership role is assumed sharing curriculum priorities with others in the school and/or district.
Critical Attributes	**Deeply familiar with the district's curriculum, assessment, and instructional program**			
	Instructional specialist lacks sufficient knowledge of content and pedagogy (curriculum, instruction, assessment) to support teachers in the advancement of student learning.	*Instructional specialist's understanding of content and pedagogy (curriculum, instruction, assessment) and coaching practices partially supports teachers in the advancement of student learning*	*Instructional specialist's understanding of content and pedagogy (curriculum, instruction, assessment) and coaching practices support teachers in the advancement of student learning*	*Instructional specialist's deep understanding of content and pedagogy (curriculum, instruction, assessment) and coaching practices support teachers to foster deeper learning, student ownership in their learning, and student intellectual dispositions such as curiosity, reasoning, and reflection.*
	Assumes an active role in planning, implementing, and monitoring school-wide professional learning based on district priorities			
	The instructional specialist provides minimal support in planning, implementing, and monitoring teachers, teams and school-wide professional learning.	*The instructional specialist supports planning, implementing, and monitoring teachers, teams, and school-wide professional learning based on district priorities.*	*The instructional specialist participates in planning, implementing, and monitoring teachers, teams and school-wide professional learning based on district priorities.*	*In addition to participating in PLCs the instructional specialist assumes a leadership role in collaboration with the curriculum department and facilitates efforts for instructional programming and professional learning that reflects evidence-based practices.*
	Goals for instructional support are clear and are suitable to the situation or needs			
	The instructional specialist does not set clear goals or are inappropriate to the situation or the needs of the staff.	*The instructional specialist sets goals that are partially suitable to the situation and the needs of the staff.*	*The instructional specialist sets goals that are clearly communicated and matched to the situation, the needs of individual teachers.*	*The instructional specialist sets goals that reflect effective practices in current research, are highly appropriate to the situation, to the needs of the staff, and have been developed in consultation with grade level teams, school leadership teams, and / or colleagues.*

	Plans are well designed to support teachers in the improvement of their instructional skills			
	The instructional specialist does not consider learners or current resources in planning and creates or generates materials that are disorganized and do not engage learners nor support transfer of knowledge and skills.	*The instructional specialist demonstrates partial knowledge of content, learners and/or resources to create learning experiences that engage some of the learners and support partial transfer and adoption of skills.*	*The instructional specialist applies knowledge of content, learners, and resources to support teachers in creating learning experiences that support transfer and adoption of skills for groups of learners. The organization and detail of learning materials enhance engagement.*	*The instructional specialist supports teachers to utilize knowledge of content, learners, and resources to develop differentiated learning experiences that support teachers in integrating evidence-based practices into their teaching; learning experiences are designed to allow learners to follow different pathways based on their level of prior knowledge.*

INSTRUCTIONAL SPECIALIST - DOMAIN 1: PLANNING AND PREPARATION				
1b: Applying Knowledge of Best Practices and Service Delivery				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The instructional specialist has little or no knowledge of best practices that support teacher instruction; Services are not catered to the needs of the teacher/team.	The instructional specialist has basic knowledge of best practices; strategies are minimal and/or not catered to the needs of the teachers/team and/or students.	The instructional specialist applies their knowledge of best practices to offer a variety of strategies to the teacher/team to utilize in their classrooms.	The instructional specialist applies their knowledge of best practices to offer a variety of strategies that take into account the knowledge and needs of the teachers, students, and class; the instructional specialist clearly designs their services to the needs of the teacher/team.
Critical Attributes	**Applies knowledge of coaching approaches, strategies, and discipline-specific pedagogy**			
	The instructional specialist demonstrates little knowledge of discipline specific pedagogy to support teachers in the advancement of student learning.	*The instructional specialist demonstrates basic familiarity with discipline specific pedagogy and trends in instructional strategies to support teachers' advancement of student learning.*	*The instructional specialist demonstrates thorough knowledge and application of current research in discipline specific pedagogy along with trends in effective instructional strategies and professional development to support teachers in the advancement of student learning.*	*The instructional specialist's knowledge and consistent application of current research in discipline specific pedagogy and trends in instructional strategies are ongoing, current, and expansive.*
	Encourages others in developing knowledge and skills			
	The instructional specialist lacks approaches, strategies, and/or resources	*The instructional specialist uses minimal approaches, strategies, and/or resources to*	*The instructional specialist uses varied approaches, strategies, and/ or resources to*	*The instructional specialist uses effective approaches, strategies, and/or resources to*

	to support teachers to ascertain information about students' prior knowledge, skills, or mindsets and design learning experiences that support student engagement with important content. *The instructional specialist lacks approaches, strategies, and/ or resources to support teachers' knowledge, skills, or mindsets and develop learning experiences that support student engagement with important content.*	*support teachers' knowledge, skills, or mindsets and design learning experiences somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.* *The instructional specialist uses ineffective approaches, strategies, and/ or resources to support teachers' knowledge, skills, or mindsets and develop learning experiences somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.*	*support teachers' knowledge, skills, or mindsets and develop challenging and engaging learning experiences designed to meet the needs of students.* *The instructional specialist uses effective approaches, strategies, and/ or resources to support teachers' knowledge, skills, or mindsets and develop challenging and engaging learning experiences designed to meet the needs of students.*	*support teachers in designing learning experiences that prioritize the needs of individual students, ensuring all students can meet the intended outcomes.* *The instructional specialist uses varied and effective approaches, strategies, and/ or resources to support teachers' knowledge, skills, or mindsets and develop learning experiences that prioritize the needs of individual students, ensuring all students can meet the intended outcomes.*
	Applies knowledge of theories and models of adult learning			
	The instructional specialist lacks knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community-school partnerships, collaboration, coaching, and leadership.	*The instructional specialist demonstrates minimal knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community-school partnerships, collaboration, coaching, and leadership*	*The instructional specialist applies their knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community-school partnerships, collaboration, coaching, and leadership.*	*The instructional specialist consistently applies their extensive knowledge from multiple sources of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community-school partnerships, collaboration, coaching, and leadership*

INSTRUCTIONAL SPECIALIST - DOMAIN 1: PLANNING AND PREPARATION				
1c: Knowing and Valuing Learner(s)				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The instructional specialist lacks sufficient knowledge of learner(s) to support learning or development.	Instructional specialist's knowledge of learners' identities, as well as their strengths and needs partially supports learning and development.	Instructional specialist's knowledge of learner(s) supports learning and development and enables the Instructional Specialist to build upon learner assets.	Instructional specialist's knowledge of learner(s) is extensive and fosters learning and development to support academic and personal success.

Critical Attributes				
Respect for Students' Identities				
The instructional specialist is not aware of or pays little attention to students' race, culture, or identity.	*The instructional specialist applies knowledge of students' race, culture, and identities and in planning and preparation with limited success.*	*The instructional specialist successfully incorporates knowledge of students' race, culture, and identities into planning and preparation.*	*The instructional specialist recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.*
Understanding of Students' Current Knowledge and Skill			
The instructional specialist does not try to ascertain information about students' backgrounds, varied prior knowledge, skill levels, interests, or mindsets	*The instructional specialist's understanding of students' varied knowledge and skill levels, interests as well as mindsets related to learning, is applied with limited success in planning and preparation.*	*The instructional specialist's understanding of students' levels of knowledge and skill levels, interests, as well as their mindsets about learning, is applied successfully in planning and preparation.*	*The instructional specialist's deep understanding of student's knowledge, skill levels, interests, and mindsets ensures that students receive appropriate scaffolds, when necessary, meet rigorous outcomes, and are challenged to do their best work.*
Knowledge of Whole Child Development			
Instructional Specialist does not attend to or have an understanding of students' cognitive, social, emotional, and character development.	*Instructional Specialist's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success.*	*Instructional Specialist's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.*	*Instructional Specialist deeply understands and integrates students' cognitive, social, emotional, and character development to include mindsets that promote student assumption of responsibility.*
Knowledge of the Learning Process and Learning Differences			
Instructional Specialist displays insufficient understanding of how students learn and develop.	*Instructional Specialist has limited understanding of the learning process and individual learning differences.*	*Instructional Specialist's accurate understanding of how students learn and learn differently is evident in planning and preparation.*	*Instructional Specialist uses extensive knowledge of the learning process and learning differences to design experiences that are engaging and successful.*
Demonstrates knowledge of diversity and equity and applies that knowledge in planning			
Instructional Specialist demonstrates little to no knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity in planning.	*Instructional Specialist demonstrates limited knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity in planning.*	*Instructional Specialist applies knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity.*	*Instructional Specialist applies extensive knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity.*

INSTRUCTIONAL SPECIALIST - DOMAIN 1: PLANNING AND PREPARATION				
1d: Using Resources Effectively				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	Little to no knowledge of how to select and/or access resources to support the curriculum.	There is partial knowledge of how to select and/or access the resources and an emerging understanding of how the resources support the needs of the curriculum.	There is a solid knowledge of the resources available and how to access them and they are used to extend knowledge of the curriculum at the building level.	There is a solid knowledge of the resources available and an understanding of how to access them within the school community and beyond and they are used to extend the knowledge of the curriculum beyond the school setting.
Critical Attributes	**Knowledge of resources in the district and in the larger professional community for teachers to advance their skills**			
	The instructional specialist's knowledge of resources and instructional approaches is limited to what is provided by the school.	*The instructional specialist has limited and/or emerging knowledge of available resources and evidence-based instructional approaches to provide teachers in their work to address the needs of their students.*	*The instructional specialist employs their knowledge of available resources and evidence-based approaches to coach teachers in designing, selecting, implementing, and evaluating instructional approaches, interventions, and supplemental programs that address the needs of students and enable them to be successful in various settings.*	*The instructional specialist assumes a leadership role and collaborates with leaders in designing, selecting, implementing, and evaluating both core and supplemental programming that address the needs of all students because of their deep knowledge of available resources and evidence-based instructional approaches.*
	Supports external and internal resources for professional learning to enhance existing resources to achieve student learning goals			
	The instructional specialist demonstrates little or no familiarity with resources to enhance knowledge.	*The instructional specialist demonstrates some familiarity with the resources available in the school or district; the specialist does not seek to extend their own knowledge beyond what is readily available.*	*The instructional specialist employs their knowledge of available resources and evidence-based approaches to coach teachers in designing, selecting, implementing, and evaluating instructional approaches, interventions, and supplemental programs that address the needs of students and enable them to be successful in various settings.*	*The instructional specialist searches for evidence-based resources beyond the school, district, and community to enhance their own learning and coach teachers in designing, selecting, implementing, and evaluating instructional approaches, interventions, and supplemental programs that address the needs of students and enable them to be successful in various settings.*

Critical Attributes	Supports and facilitates teachers' ability to use technology to engage and motivate all learners			
	The instructional specialist demonstrates little to no knowledge of healthy and appropriate integration of meaningful instructional technology for curriculum support.	*The instructional specialist has some Awareness of healthy and appropriate integration of meaningful instructional technology for curriculum support.*	*The instructional specialist facilitates and coaches teachers in their efforts to integrate meaningful instructional technology in effective ways.*	*The instructional specialist facilitates and coaches teachers in their efforts to integrate meaningful instructional technology in appropriate, safe, and effective ways and advocates for and provides information and training in instructional technologies for the school community.*

INSTRUCTIONAL SPECIALIST - DOMAIN 1: PLANNING AND PREPARATION				
1e: Designing/Selecting and Analyzing Assessment Data				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The instructional specialist does not support teachers with designing/selecting assessments.	The instructional specialist supports teachers with designing/selecting an assessment to make instructional decisions.	The instructional specialist supports teachers with designing/selecting and analyzing an assessment to make instructional decisions and/or provide feedback for students.	The instructional specialist supports teachers in the use of designing/selecting and analyzing a variety of types of assessments *(formal, informal, formatives, summatives, type III, etc.)* to make instructional decisions and/or provide feedback for students to impact their future learning and prepare them for the summative
Critical Attributes	**Assessments are aligned to instructional outcomes**			
	Assessments do not contain clear criteria, are inappropriate for many learners, and are poorly aligned with the instructional outcomes.	*Assessments are partially aligned to instructional outcomes but are not made clear to the learners.*	*Assessments are aligned to instructional outcomes and are clear to the learners.*	*Instructional specialist models evidence of learner involvement in the development of assessments aligned to instructional outcomes and supports teachers with implementation.*
	Uses assessment data to plan future instruction			
	Does not have plans for use of the assessment results in designing future instruction.	*Minimal use of formative or summative assessment results to plan for future instruction.*	*Uses both formative and summative assessment results to plan for future instruction for learners.*	*Effectively designs and implements assessment tools adapted to meet the needs of all learners; uses the results to plan for personalization of instruction.*

	Supports teachers in the development of assessments			
	Lacks approaches, strategies and/or resources to foster educators' knowledge of assessments.	*Uses minimal approaches, strategies and/or resources to foster educators' knowledge of assessments and their appropriate applications; some formative assessments are planned and provide a partially accurate picture of student learning.*	*Fosters educators' knowledge of assessment by identifying multiple purposes of assessment and how to employ appropriate tools and techniques; formative assessments are planned and provide an accurate picture of student learning and plans for lessons indicate possible adjustments based on formative assessment data.*	*Fosters educators' knowledge of assessment by articulating, explaining, and evaluating factors and contextual influences within a balanced assessment system; formative assessments are planned and provide accurate and timely information to students, allowing **students** to adjust course.*
	Collaborate with teachers to provide timely and effective feedback to students			
	The teacher and instructional specialist do not use assessments to inform practice; feedback to students is non-existent.	*The instructional specialist and teacher use assessments inconsistently and ineffectively to inform classroom practice; feedback to students is limited and general.*	*The instructional specialist and teacher collaborate to reflect on the effectiveness of the assessment(s) to inform classroom practice; students are aware of how assessments are used to evaluate their work.*	*In collaboration with the instructional specialist, the teacher uses information from the assessment to assess, plan and create lessons that move student learning forward; students own the assessment results.*

INSTRUCTIONAL SPECIALIST - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2a: Cultivating Respectful and Affirming Environments to Support Learner Needs				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Instructional specialist interactions with learners do not reflect genuine respect and caring for individuals as well as the group.	Instructional specialist interactions with learners are generally appropriate but may indicate a disregard for the needs of individuals and/or the group. Students/ stakeholders do not appear to trust the instructional specialist.	Instructional specialist interactions with learners are friendly and demonstrate general caring and respect for individuals as well as the group. Students/stakeholders exhibit respect to the instructional specialist.	Instructional specialist interactions with learners reflect genuine respect and caring for individuals as well as the group. Students/stakeholders exhibit respect and appear to trust the instructional specialist.

Critical Attributes				
	Builds positive relationships			
	Interactions with building staff are negative, inappropriate, or insensitive to learners and are characterized by disparaging remarks or conflict. Staff resists support from the instructional specialist.	*Interactions with building staff are free of conflict but may involve insensitivity and/or lack of responsiveness to differing skill levels among learners. Some staff are reluctant to accept support from the instructional specialist.*	*Interactions with building staff demonstrate general trust and respect. Staff seeks support from the instructional specialist. The instructional specialist maintains a positive, confidential relationship with stakeholders and colleagues.*	*Interactions with the district are highly respectful and demonstrate a deep understanding of needs and levels of skill development. The instructional specialist contributes to the culture of the district where all staff feel valued and comfortable taking intellectual risks.*
	Ensures a sense of belonging			
	The instructional specialist fails to promote an environment that cultivates equity and access for all.	*The instructional specialist makes inconsistent effort to be sensitive to the cultural backgrounds and needs of the school community.*	*The instructional specialist displays sensitivity to the cultural backgrounds and needs of the school community.*	*The instructional specialist advocates for a school community that cultivates equity and access for all.*
	Establishes norms			
	Norms for working together have not been established. Learner participation is not monitored; the instructional specialist's response to staff is inconsistent or is disrespectful.	*Norms for working together have been established but not clearly communicated or consistently reinforced; the instructional specialist inconsistently manages learner participation; the instructional specialist's response to staff may be inappropriate.*	*Norms for working together have been established, communicated, and reinforced; the instructional specialist consistently manages learner participation; the instructional specialist's response to staff is appropriate and professional.*	*Norms for working together have been collaboratively developed with staff participation; the instructional specialist consistently but subtly manages learner participation; the instructional specialist's response to staff is highly effective and sensitive to the learner's needs.*
	Demonstrates integrity and confidentiality			
	instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	*The instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.*	*The instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.*	*The 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 - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2b: Responding with Flexibility to Learner Needs				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The instructional specialist does not make adjustments to support the learners' needs when change is clearly needed.	The instructional specialist makes adjustments to support the learners' needs but veer from the integrity of the learning goal.	The instructional specialist makes adjustments to support the learners' needs while still maintaining the integrity of the learning goal. The adjustments are made by the instructional specialist and shared with the learner. Learner(s) interest/needs are the driving force of the adjustments.	The Instructional specialist makes adjustments to support the learners' needs while still maintaining the integrity of the learning goal. The adjustments are created through collaboration with the learner(s). Learner(s) interest/needs are the driving force of the adjustments.
Critical Attributes	**Makes adjustments based on need**			
	Focuses on integrating a specific strategy without alignment to learner needs or outcomes.	*Adjusts instructional design and delivery inconsistently and with partially successful results.*	*Promotes the progress of all learners, making adequate adjustments to instruction and informed decisions about service priority.*	*Promotes the successful progress of all learners, making seamless adjustments to instruction and service delivery.*
	Sets expectations, monitors learner behavior, and responds appropriately			
	Does not monitor learner behavior; response to misconduct is infrequent or disrespectful; does not establish expectations, including digital	*Establishes expectations, but they may be incomplete; inconsistently monitors learner adherence to expectations; response to misconduct is intermittent.*	*Establishes, communicates, and reinforces expectations; consistently monitors learner adherence to behavior expectations; response to misconduct is appropriate, respects the learners' dignity, and is in accordance with district protocols.*	*Using research-based strategies, develops expectations with learners' participation; unobtrusively and continuously monitors learner behavior, with responses that are highly effective and sensitive to the learners' needs.*
	Makes accommodates for learner needs and interests			
	Does not make accommodations for learner needs and interests.	*Makes minimal accommodations for learner needs and interests.*	*Proactively accommodates learner needs and interests.*	*Accommodates diverse learner needs and interests using an extensive repertoire of instructional strategies; models flexibility and responsiveness, prompting others to solicit instructional specialists' expertise and assistance to successfully adjust practice.*

INSTRUCTIONAL SPECIALIST - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2c: Communicating with Clarity and Purpose				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	Communication is ineffective, as evidenced by lack of clarity, limited frequency, and absence of cultural sensitivity; the purpose of the communication is unclear or confusing to the learners	Communication is somewhat effective, albeit inconsistent; the purpose of the communication is vague with clarifications after initial response from learners; the explanation is unclear and may be difficult to follow.	Communication is clear, frequent, and effective; the purpose of the communication is clear to all, and the content is appropriate and connects with learners' knowledge and experience.	Communication is proactive and highly effective, characterized by clarity, frequency, respect, and cultural sensitivity; the purpose of the communication is clear to all, and the content is differentiated to meet the needs of the learners.
Critical Attributes	**Communication with learner is culturally responsive and differentiate**			
	Communicates in a manner inappropriate for learners' cultures and levels of development.	*Communicates in a manner sometimes appropriate for learners' cultures and levels of development.*	*Communicates in a manner appropriate to learners' cultures and levels of development and accommodates individual preferences.*	*Adapts communication in-the-moment to be culturally responsive and to differentiate based on the audience of learners.*
	Communication with learner is appropriate			
	Fails to use language and expectations consistent with knowledge and experience of learner groups.	*Uses language and expectations somewhat consistent with knowledge and experience of most learner groups.*	*Uses language and expectations consistent with knowledge and experience of learner groups.*	*Differentiates language and expectations appropriate to experience and skill level of the individual learner.*
	Communicates clearly with teachers			
	The instructional specialist uses inaccurate instructional terminology and/or supports inappropriate instructional strategies.	*The instructional specialist uses accurate instructional terminology and/or appropriate instructional strategies without explaining the meaning and/or use.*	*The instructional specialist engages in ongoing conversation with teachers using effective and appropriate instructional strategies and academic vocabulary.*	*The instructional specialist uses a gradual release model and shows evidence that teachers are initiating and/or explaining to other teachers' research-based instructional strategies and use relevant academic vocabulary*

INSTRUCTIONAL SPECIALIST - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2d: Engaging Stakeholders in the Delivery of Services				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The instructional specialist does not have clear procedures for teachers to obtain support.	The instructional specialist has procedures for teachers to obtain support. Instructional Specialist engages with building admin and coordinators to meet the needs of learners.	The instructional specialist has clear procedures for teachers to obtain support and regularly reach out to learners to check in. The instructional Specialist engages with building admin and coordinators to meet the needs of learners.	The instructional specialist has clear procedures for teachers to obtain support and regularly reach out to learners to check in and inform them of professional learning opportunities. The instructional specialist shows flexibility in accommodating learners with obtaining support (i.e. after school coaching, delivering an after school session during a professional learning community, etc.). Instructional Specialist regularly engages with building admin and coordinators to meet the needs of learners
Critical Attributes	**Ensures all participants have the needed resources, materials, and processes for successful outcomes**			
	Activities and materials are inappropriate for instructional outcomes or teacher's current level of understanding; the learning session has no structure or is poorly paced.	*Activities and materials are somewhat appropriate for the instructional outcomes or teacher's current level of understanding; the learning session has some structure but not consistently maintained.*	*Activities and materials are consistently appropriate for the instructional outcomes and teacher's current level of understanding; teachers are engaged and the structure for learning session is coherent and appropriate to the audience.*	*Throughout learning sessions, teachers are engaged and contribute to the activities and materials. The learning session is differentiated to meet the needs of all learners; teachers initiate self-reflection and course correction where necessary.*
	Attends to setting or context to promote effective collaboration			
	Ineffective management of the learning environment results in significant loss of time for professional learning. Routines are not established, and teachers are neither collaborative nor productive. The instructional specialist does not have a clear procedure for staff to access support.	*Inconsistent management of the learning environment results in the loss of time for professional learning. Routines may be established but not implemented consistently. Some teachers are collaborative and productive. The instructional specialist has established procedures for some types of support.*	*Effective management of all learning environments results in active learning. Routines are clearly established, and most teachers are collaborative and productive. The instructional specialist has established clear procedures for collaborative data collection, analysis, and decision-making.*	*The learning environment has been developed with participant input. Transitions are seamless and active learning is present. Routines are clearly established, and all learners are collaborative and productive. Procedures for access to support are clear to all staff and have been developed following consultation with administrators and teachers.*

	Applies knowledge of adult learning and leadership for professional learning			
	The instructional specialist asks low-level or inappropriate questions, eliciting limited participation and recitation instead of a discussion.	*The instructional specialist uses some effective questioning and discussion techniques, and the audience is inconsistently engaged in discussions.*	*The instructional specialist uses effective questioning and discussion techniques to probe more deeply and encourage metacognition.*	*The instructional specialist facilitates a discussion using proven and effective questioning and discussion techniques and invites audience to deepen the reflective learning through metacognitive discourse.*

INSTRUCTIONAL SPECIALIST - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2e: Fostering a Culture of Support and Perseverance				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	The Instructional specialist promotes professional inquiry, but learners are not initiating collaborative support.	The instructional specialist promotes a culture of professional inquiry in which learners seek assistance in improving their instructional skills.	The instructional specialist has established a culture of professional inquiry in which learners initiate projects to be undertaken with the support of the instructional specialist.
Critical Attributes	**Building a culture of support and shared ownership**			
	The instructional specialist fails to engage colleagues in conversations about professional collaboration and learning to address student learning needs.	*The instructional specialist Invites colleagues to participate in professional collaboration and learning to address the needs of students outside individual classrooms, only when asked to do so.*	*The instructional specialist takes the initiative to meet with colleagues about the impact of individual and collective professional collaboration and learning on student achievement.*	*The instructional specialist takes the initiative to engage colleagues in conversations about the impact of individual and collective professional collaboration and learning on student achievement, and does so on a consistent basis.*

	Fostering accessibility			
	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	*Relationships with the instructional specialist are cordial; teachers don't resist initiatives.*	*The instructional specialist contributes to the development of the social architecture of a collaborative culture for individual, team, and school wide interactions; high expectations; collective responsibility; mutual respect.*	*Relationships with the instructional specialist are highly respectful and trusting, with contacts initiated by teachers.*

INSTRUCTIONAL SPECIALIST - DOMAIN 3: PRODUCTIVE COLLABORATION				
3a: Collaborating with Others				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The instructional specialist declines or resists collaboration with others.	The instructional specialist collaborates with others in the design of instructional lessons and units, locating additional resources when needed. but is only partially successful in meeting the needs of the school.	The instructional specialist collaborates with others in the design of instructional lessons and units, locating additional resources when needed. and meeting the needs of the school.	The teacher initiates collaboration with The instructional specialist in the design of instructional lessons and units, locating additional resources when needed. and seeks input from all levels to assure the needs of the school/district are being met.
Critical Attributes	**Meets with colleagues about the impact of individual and collective professional learning on student achievement**			
	The instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	*The instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.*	*The instructional specialist initiates collaboration with classroom teachers in the development of assessments, design of instructional units/lessons and identify evidence-based resources.*	*The teacher initiates collaboration with the instructional specialist in the design of instructional lessons and units, locating additional resources when needed.*
	Promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills			
	The instructional specialist lacks approaches, strategies, and/or resources to support collaboration.	*The instructional specialist uses minimal approaches, strategies and/or resources to support productive collaboration.*	*The instructional specialist uses approaches, strategies and/or resources to support collaboration.*	*Teachers initiate collaboration with the instructional specialist.*

INSTRUCTIONAL SPECIALIST - DOMAIN 3: PRODUCTIVE COLLABORATION				
3b: Serving as a Resource to the School Community				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The instructional specialist declines or resists serving as a consultant for the school community.	The instructional specialist serves as a consultant to the school community but the services may be inconsistent.	The instructional specialist serves as a consultant to the school community and shares expertise on a consistent basis.	The instructional specialist consistently serves as a resource to the school community and seeks ways to share expertise within the school setting and beyond.
Critical Attributes	**Maintains positive and productive relationships with colleagues**			
	Interpersonal relationships with colleagues are negative or self-serving.	*The instructional specialist participates in the professional learning communities with no follow-up or support to the members of the community. Relationships with colleagues are cordial to fulfill required duties.*	*The instructional specialist supports PLCs in the school with follow up and support. Professional relationships are consistently characterized by mutual support, cooperation, positivity, and respect.*	*The instructional specialist supports PLCs within the school and actively promotes a climate of professional inquiry. The instructional specialist cultivates a climate of mutual support, cooperation, positivity, and respect.*
	Contributes to the development of a collaborative culture			
	The instructional specialist avoids participating in the professional community, school and district events and projects.	*The instructional specialist inconsistently participates in school and district events and projects.*	*The instructional specialist volunteers to participate in school and district events and projects.*	*The instructional specialist leads school and district events and projects.*
	Builds awareness of strong evidence-based instructional practices, routines, and programs			
	The instructional specialist does not take initiative to create partnerships with teachers or leaders to advocate for effective instructional programs, practices, policies.	*The instructional specialist works with teachers and other school leaders in a limited capacity to advocate on behalf of students, families, and communities for effective programs, practices, and policies.*	*The instructional specialist facilitates and works with teachers and other school leaders to advocate on behalf of students, families, and communities for effective programs, practices, and policies.*	*The instructional specialist extensive use of partnerships with school and community, and external resources to advocate on behalf of students, families, and communities for effective programs, practices, and policies.*

	Demonstrates how equity and access impact the school and provides leadership and support to teachers, families, and schools community			
	The instructional specialist is unable to identify or suggest resources that promote equitable instructional practices.	*The instructional specialist inconsistently advocates for equitable practices at both the school and district levels.*	*The instructional specialist advocates for equitable practices at both the school and district levels.*	*The instructional specialist proactively and routinely advocates for change in school practices and structures that are inherently biased against certain groups.*

INSTRUCTIONAL SPECIALIST - DOMAIN 3: PRODUCTIVE COLLABORATION				
3c: Providing Resources and Access				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The instructional specialist fails to locate and provide resources to support the learning goals and meet the needs of the school.	The instructional specialist provides resources to support the learning goals and meet the needs of the school. The instructional specialist is accessible and shares their expertise, only when requested.	The instructional specialist provides resources to support the learning goals and meet the needs of the school. The instructional specialist is accessible and shares their expertise with the staff to support the accurate use of the resources.	The instructional specialist consistently provides resources to support the learning goals and meet the needs of the school. The instructional specialist is accessible and shares their expertise with the staff to support the accurate use of the resources. The instructional specialist seeks out and provides additional resources to enhance the curriculum.
Critical Attributes	**Demonstrates how issues of equity and access impact the school and Provides leadership and support to teachers, families, and the school community**			
	The instructional specialist is unable to identify or suggest resources that promote equitable instructional practices.	*The instructional specialist's inconsistently advocate for equitable practices at both the school and district levels*	*The instructional specialist advocates for equitable practices at both the school and district levels.*	*The instructional specialist proactively and routinely advocates for change in school and district practices and structures that are inherently biased or prejudiced against certain groups.*
	Initiates collaboration with classroom teachers in the design and skillful implementation of instructional lessons and units			
	The instructional specialist provides limited supports to address each individual staff member's areas of need related to implementation.	*The instructional specialist employs multiple types of support to address each individual staff member's areas of need related to implementation, upon request.*	*The instructional specialist employs multiple classroom support to align with teachers' needs and concerns.*	*The instructional specialist tailors support to align with teachers' needs and concerns.*
	Promotes high quality professional learning			
	The instructional specialist fails to promote high-quality professional learning for staff.	*The instructional specialist promotes high-quality professional learning with staff and students.*	*The instructional specialist promotes high-quality professional learning with staff, students, and leaders.*	*The instructional specialist promotes high-quality professional learning with staff, students, parents, and leaders.*

	Encourages teachers to use supports and resources and has establishes clear procedures for them to gain access to these services			
	The instructional specialist fails to contribute to structures and systems to support professional learning.	*The instructional specialist supports colleagues in understanding and implementing conditions for effective individual and team professional learning.*	*The instructional specialist establishes with colleagues or principal, school-based conditions for effective individual, team, and school- wide professional learning*	*The instructional specialist establishes with colleagues and the principal, school-based conditions for effective individual, team, and school- wide professional learning*

INSTRUCTIONAL SPECIALIST - DOMAIN 3: PRODUCTIVE COLLABORATION				
3d: Maintaining Professional Standards				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The instructional specialist resists application of standards and may select inappropriate means of delivering the services and/or does not follow established procedures and guidelines.	The instructional specialist attempts to apply the standards but may do so inconsistently; the instructional specialist does follow the established procedures and guidelines.	The instructional specialist applies the standards consistently in the school setting; the instructional specialist follows all established procedures and guidelines; the instructional specialist shares findings, as appropriate.	The instructional specialist applies the standards consistently in the school setting; the instructional specialist follows all established procedures and guidelines; the instructional specialist draws from a broad repertoire of strategies and shares expertise and findings with others, as appropriate.
Critical Attributes	**Shows professionalism, including integrity and confidentiality**			
	The instructional specialist does not demonstrate ethics and professionalism and contributes to practices that are self-serving; the instructional specialist fails to comply with school, district, or state regulations.	*The instructional specialist is honest and well intentioned in contributing to decisions in the school; the instructional specialist is beginning to support stakeholders; the instructional specialist needs reminders to comply with school or district expectations and guidelines.*	*The instructional specialist consistently demonstrates ethical behavior and professionalism and complies fully and voluntarily with school and district expectations and guidelines.*	*The instructional specialist is proactive and assumes a leadership role in demonstrating the highest standards of ethical conduct and models compliance with school and district expectations and guidelines.*
	Demonstrates professionalism in decision-making			
	The instructional specialist makes decisions based on self-serving interests.	*The instructional specialist's decisions are based on limited though genuinely professional considerations.*	*The instructional specialist maintains an open mind and participates in team and departmental decision-making.*	*The instructional specialist takes on a leadership role and helps to ensure that school decisions are based on the highest professional standards.*
	Honors confidentiality and fosters trust			
	Stakeholders do not trust the instructional specialist to maintain norms of confidentiality.	*Stakeholders somewhat trust instructional specialist to maintain norms of confidentiality.*	*Stakeholders trust the instructional specialist to maintain norms of confidentiality.*	*Stakeholders trust the instructional specialist to maintain norms of confidentiality and initiate confidential conversations.*

INSTRUCTIONAL SPECIALIST - DOMAIN 3: PRODUCTIVE COLLABORATION				
3e: Using Data in Planning and Delivery of Service				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The instructional specialist fails to seek and use data to inform the planning and delivery of services to the school and/or the data is in disarray.	The instructional specialist seeks and uses data to inform some aspects of planning and delivery of services, but implementation is inconsistent.	The instructional specialist seeks and uses data to inform planning and delivery of services and shares the data with others as appropriate to enhance the services provided to learners.	The instructional specialist seeks and uses data to inform planning and delivery of services, shares the data with others as appropriate to enhance the services provided to learners, and uses the data to inform those in the school community and/or district level.
Critical Attributes	**Assists and collaborates with teachers in analyzing assessment data to inform classroom instruction and support**			
	The instructional specialist does not create a plan, or the plan is inappropriate to evaluate the professional development; the instructional specialist does not use assessment data to plan future learning activities.	*The instructional specialist's evaluation plan is partially aligned to instructional outcomes but are not made clear; the instructional specialist uses a single type of assessment data, which limits planning for the future professional development and coaching support.*	*The instructional specialist regularly plans for learner assessment with clear criteria aligned with instructional outcomes; the instructional specialist uses both formative and summative assessment data to plan for future professional development and coaching support.*	*The instructional specialist consistently plans for learner assessment with clear criteria aligned with instructional outcomes; the instructional specialist and teacher collaborate to use both formative and summative assessment data to plan and guide future improvements.*
	Assists and collaborates in interpreting assessment data to inform and evaluate instruction and improvement initiatives			
	The instructional specialist is not involved in the interpretation of student achievement data to inform school-wide decisions.	*The instructional specialist assists and collaborates with school leaders in the interpretation of summative data to inform school-wide decisions.*	*The instructional specialist assists and collaborates with school leaders, and teachers in the interpretation of reliable and valid assessment data to inform classroom decisions, instruction, and interventions.*	*The instructional specialist assists and collaborates with school leaders and teachers in the interpretation of reliable and valid assessment data, both summative and formative, to inform classroom and school wide decisions, instruction, and interventions.*
	Uses data to inform planning and delivery of services			
	The instructional specialist does not use data in reflection upon the coaching practices.	*The instructional specialist informally reflects upon the success of a coaching and records their impressions in a journal.*	*The instructional specialist routinely collects feedback and uses this feedback for future planning.*	*The instructional specialist routinely collects feedback in multiple formats and uses this feedback for future planning, and shares what adjustments were made because of the provided feedback.*

INSTRUCTIONAL SPECIALIST - DOMAIN 4: PRINCIPLED PRACTICE				
4a: Engaging Families and [School] Communities				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The instructional specialist does not participate in creating resources and services that inform community members about our curriculum and resources.	The instructional specialist participates in creating resources and services that inform community members about our curriculum and resources.	The instructional specialist actively participates in school community events that engage families; they participate in creating resources and services that inform community members about our curriculum and resources; they take any feedback and concerns shared by stakeholders and ensure they are discussed with the appropriate teams.	The instructional specialist actively participates in school & district community events that engage families; they take a leadership role in creating resource and services that inform community members about our curriculum and resources; they take any feedback and concerns shared by stakeholders and ensure they are discussed with the appropriate teams and seek out ways to improve upon areas as needed
Critical Attributes	**Shares frequent information about services to other instructional specialists', teams, or administration**			
	The instructional specialist makes no effort to engage other instructional specialists, teachers, or school/district administrators about services.	*The instructional specialist makes minimal effort to engage other instructional specialists, school/district administrators, to communicate and collaborate about services.*	*The instructional specialist initiates efforts to engage and collaborate with other instructional specialists, teachers, or school/district administrators about services.*	*The instructional specialist takes a leadership role in engaging /coordinating with other instructional specialists, teachers, and school/district administrators within and/or beyond the district.*
	Provides information in formats accessible to stakeholders using understandable language			
	The instructional specialist fails to explain services.	*The instructional specialist explains services. in vague and imprecise terms.*	*The instructional specialist consistently explains services in multiple formats, in a clear and accurate manner.*	*The instructional specialist explains services in multiple formats, in a clear and accurate manner and ensures the communication has been understood as intended.*
	Shares frequent information about services to stakeholders			
	The instructional specialist fails to engage with the school community, (e.g., school staff, other instructional specialists, and administrators).	*The instructional specialist inconsistently engages with the school community about instructional research, professional learning opportunities, the coaching process, instructional needs, etc.*	*The instructional specialist consistently engages with the school community about instructional research, professional development opportunities, the coaching process, instructional needs etc. Information is presented in a way that is easily accessed and understood by stakeholders.*	*The instructional specialist engages with the school/district community and welcomes stakeholder input and clearly communicates information that is customized to the stakeholders resulting in the stakeholders' increasing initiation of communication that demonstrates ownership of common goals.*

INSTRUCTIONAL SPECIALIST - DOMAIN 4: PRINCIPLED PRACTICE				
4b: Recording Data and Documenting Progress				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	There is no apparent system for maintaining information.	The record keeping system is disorganized and only partially effective; data records are incomplete.	The record keeping system is organized and effective. Data is used to accurately report progress; the information is used to deliver services.	The record keeping system is organized and effective. Data is used to effectively report progress. The instructional specialist collaborates with others to use the information to deliver services and determine ways to make improvements.
Critical Attributes	**Records are organized, accurate, and maintained in appropriate data systems**			
	The instructional specialist does not have a method for maintaining records or the records are incomplete or inaccurate, causing errors and confusion; maintenance of records and/or data lacks security measures; no attempts are made to safeguard confidentiality.	*The instructional specialist has a method for maintaining records; record-keeping is partially effective but disorganized or outdated; maintenance of records and/or data does not ensure security or confidentiality of data.*	*The instructional specialist has an effective system for maintaining records in compliance with policies and regulations; records are accurate and timely; data are secure and confidential.*	*The instructional specialist has a thorough and effective system for maintaining detailed instructional and non-instructional records; applies highest level of ethical and professional standards to record-keeping.*
	Shares data appropriately with stakeholders			
	The instructional specialist does not maintain and submit records/reports in a timely manner when requested	*The instructional specialist inconsistently maintains and submits records/reports.*	*The instructional specialist consistently maintains and submits records/reports in a timely manner.*	*The instructional specialist consistently makes records/reports available to stakeholders to support self-advocacy and future planning.*
	Anticipates and responds to teacher needs when scheduling			
	The instructional specialist does not maintain a daily coaching schedule.	*The instructional specialist maintains an incomplete or inaccurate coaching schedule.*	*The instructional specialist maintains an accurate schedule to facilitate scheduling with teachers.*	*The instructional specialist maintains an accurate schedule and advocates with the administrator to ensure staff needs remain the first priority.*

INSTRUCTIONAL SPECIALIST - DOMAIN 4: PRINCIPLED PRACTICE				
4c: Growing and Developing Professionally				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The instructional specialist does not attend professional learning opportunities to grow in their field.	The instructional specialist attends professional learning opportunities to grow in their field.	The instructional specialist actively seeks out professional learning opportunities to grow in their field; they bring back new information/strategies/research and share with the team.	The instructional specialist actively seeks out professional learning opportunities to grow in their field; they regularly bring back new information/ strategies/research and share with the team; they are involved in professional organizations and learning communities at the local and/or state level
Critical Attributes	**Actively pursues professional development opportunities**			
	The instructional specialist does not participate in professional learning activities.	*The instructional specialist participates in professional learning activities that are convenient or required and makes limited contributions to the profession.*	*The instructional specialist seeks professional learning activities based on self-assessment to engage in continual learning, deepen professional knowledge and keep current with emerging instructional research.*	*The instructional specialist seeks professional learning activities based on self-assessment to engage in continual learning and originates activities that contribute to the profession.*
	Seeks opportunities to enhance his or her expertise and to stay current in the field			
	The instructional specialist is not a member of a school, state, and or professional committees/ organizations.	*The instructional specialist is a member of a school, state, and/or professional committees/ organizations.*	*The instructional specialist is an active member of school, state, and/or professional committees/ organizations.*	*The instructional specialist has a leadership role in school, state and/or professional committees/ organizations.*
	Invites feedback from colleagues and administrators			
	The instructional specialist fails to use feedback from school leaders and teachers to improve their practice.	*The instructional specialist minimally uses feedback from school leaders and teachers to improve their practice.*	*The instructional specialist uses feedback from school leaders and teachers to improve their practice.*	*The instructional specialist consistently uses feedback from school leaders and teachers to improve and enhance their practice.*

INSTRUCTIONAL SPECIALIST - DOMAIN 4: PRINCIPLED PRACTICE				
4d: Engaging in Reflective Practice				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The instructional specialist does not know whether services were effective, or the goals were achieved using data; the instructional specialist has no suggestions for how services could be improved or how the goals could have been met.	The instructional specialist has a generally accurate impression of their service's effectiveness and the extent to which goals were met using data; they can make general suggestions about how to improve services or to meet goals.	The instructional specialist makes an accurate assessment of the effectiveness of services and the extent to which goals were met using data; they can make a few specific suggestions of what could be tried to improve services and meet the goals.	The instructional specialist makes a thorough and accurate assessment of the effectiveness of services and the extent to which they met goals with data; they draw upon an extensive repertoire of skills and offers specific alternate actions on how to improve services and meet the goals.
Critical Attributes	**Self-assesses performance against standards**			
	The instructional specialist does not reflect on the effectiveness of their professional practice, or her reflections are self-serving.	*The instructional specialist reflects on the effectiveness of their professional practice.*	*The instructional specialist consistently reflects on the effectiveness of their professional practice.*	*The instructional specialist consistently reflects on the effectiveness of their professional practice, researching methods for improvement to build capacity across the system.*
	Demonstrates a growth mindset			
	The instructional specialist does not consider that their practice could be improved.	*The instructional specialist is beginning to consider that their practice could improve.*	*The instructional specialist acknowledges a need for continuous improvement in practice and accepts suggestions from peers and administrators.*	*The instructional specialist demonstrates a growing level of sophistication and variety of coaching techniques over time, which results in observable professional growth among the teachers with whom they work.*
	Reflection on feedback from teachers and administrators to continually refine coaching practice			
	The instructional specialist neither seeks nor reflects upon feedback after delivery of services.	*The instructional specialist reflects on delivery of service throughout the year with the prompting of the coordinator/ administrator.*	*The instructional specialist seeks feedback in multiple formats and uses it to improve future delivery of service.*	*The instructional specialist seeks and shares feedback after delivery of service from and with teachers, then offers solutions for better meeting teacher interests and needs.*

INSTRUCTIONAL SPECIALIST - DOMAIN 4: PRINCIPLED PRACTICE				
4e: Acting in Service of Students				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The instructional specialist acts unethically and does not understand the needs of students or make decisions in their best interest.	The instructional specialist acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The instructional specialist models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.	The instructional specialist is a leader in the school in defining, modeling, and upholding high standards of ethical practice and wise decision making that prioritize the needs of all students, especially those who have been marginalized or underserved.
Critical Attributes	**Acting with care, honesty, and integrity**			
	The instructional specialist's actions are uncaring or dishonest.	*The instructional specialist inconsistently acts honestly and with care and integrity.*	*The instructional specialist is known for and looked to as a model of care, honesty, and integrity.*	*The instructional specialist is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and teachers to seek opportunities to develop these qualities.*
	Ethical Decision Making			
	The instructional specialist makes unwise, rushed, or heated decisions or makes decisions that are self- serving,	*The instructional specialist seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical*	*The instructional specialist makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.*	*The instructional specialist is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.*
	Deliberate Action			
	The instructional specialist fails to act on behalf of students when deliberate action is warranted.	*The instructional specialist addresses the needs of students through their actions but may do so inconsistently or with partial success.*	*The instructional specialist is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's values.*	*The instructional specialist serves as a model of advocacy for students and acts as a leader in the school, identifying and working to change policies and practices that do not align with district values or may cause harm to students.*

LIBRARY MEDIA SPECIALIST EVALUATION RUBRIC

DISTRICT 86
JOLIET
PUBLIC SCHOOLS

2022 Specialist Frameworks
Adapted for Joliet Public Schools District 86 from:
The Framework for Teaching | Charlotte Danielson, 2022 | www.danielsongroup.org

DOMAIN 1	
Planning and Preparation	
1a	Planning Coherent Programs and Services
1b	Applying Knowledge of Best Practices and Service Delivery
1c	Knowing and Valuing Students
1d	Using Resources Effectively
1e	Designing and Analyzing Assessments

DOMAIN 2	
Professional Practice and Delivery of Service	
2a	Cultivating Respectful and Affirming Environments to Support Student Needs
2b	Responding with Flexibility to Student Needs
2c	Communicating with Clarity and Purpose
2d	Engaging Stakeholders in the Delivery of Services
2e	Fostering a Culture of Support and Perseverance

DOMAIN 3	
Productive Collaboration	
3a	Collaborating with Others
3b	Serving as Resource to the School Community
3c	Providing Resources and Access
3d	Maintaining Professional Standards
3e	Using Data in Planning and Delivery of Service

DOMAIN 4	
Principled Practice	
4a	Engaging Families and Communities
4b	Recording Data and Documenting Progress
4c	Growing and Developing Professionally
4d	Engaging in Reflective Practice
4e	Acting in Service of Students

The Evaluation Frameworks for Specialists are designed to promote professional growth by building a shared understanding of the complex work of specialists in their work to provide and maintain a high level of service delivery, communication, and collaboration with students, families, and the entire school community. All Evaluation Frameworks for Specialists share the same structure above; but each specialist has specific language describing their complex practice.

The Evaluation Frameworks for Specialists can be used in multiple ways:

- A tool for **self-reflection** for specialists.
- A guide used by specialists and observers to **support collaborative conversations** based on criteria.
- The critical attributes support observers in providing **specific and actionable feedback** that encourage professional learning for specialists whose services are such an integral part of student success.
- To help **identify, collect, sort, and align accurate evidence of practice**.
- Ultimately, to **promote growth** for specialists and observers alike.

EVALUATION RUBRIC FOR SPECIALISTS

Domain 1: Planning and Preparation

In planning and preparation for their delivery of service, specialists focus on supporting the needs of the students, parents, and staff. Each group has unique content knowledge and expertise and possesses a deep knowledge of the needs and characteristics of the students they serve. They possess a deep understanding of resources that can be obtained and used to meet the needs of the students and school community. When planning, specialists consult the standards and rely on this knowledge base to guide them. Specialists select or design and implement assessments to document student progress, to inform future service delivery, and to guide further improvement.

Domain 2: Professional Practice and Delivery of Service

Specialists create a respectful, affirming, and supportive environment. They foster a sense of belonging and a culture where students are engaged and learn to interact respectfully. They build relationships with staff members, parents, and students creating a strong rapport. Specialists have an extensive repertoire of instructional or professional strategies. They identify appropriate, engaging strategies and realize that daily interactions and plans may require adjustment and they are responsive to change based on student and/or teacher need. In addition, they communicate clearly and accurately. As they deliver services, specialists select resources and materials aligned to meet the needs of students.

Domain 3: Productive Collaboration

The nature of specialists' role requires them to form partnerships and collaborate with families, staff, and the school community. They are skillful in establishing these relationships and understand that the interactions with others impact student learning. They understand that they are valued members of the school community, and that part of their responsibility is to assist in addressing school-wide issues. Specialists have a wide range of school-based resources that they share with staff and families. Specialists often identify resources and make them available to those who need them. In addition, they assist staff members in securing resources to meet the individual needs of students. There are times when a specialist needs to maintain confidentiality; such circumstances may be related to families, students, or staff.

Domain 4: Principled Practice

Specialists' contributions have a profound impact on the students they serve and on the entire school community. They are dedicated to ongoing learning and growth, which is characterized by reflecting on practice, recognizing successes, and identifying opportunities for improvement within the context of their work with students and the school community. "At its best and at its core, [practice] is an act of service and moral leadership rooted in an ethic of care and focused on the success of each and every student."

Adapted from Charlotte Danielson, Enhancing Professional Practice and 2022 Framework for Teaching, Danielson Group

LIBRARY MEDIA SPECIALIST - DOMAIN 1: PLANNING AND PREPARATION				
1a: Planning Coherent Programs and Services Aligned to Standards				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The library program has little connection to national/state standards; the library media specialist lacks sufficient knowledge of curriculum content, pedagogy, and current trends in information literacy to support student learning.	The library program aligns to national/state standards; the library media specialist's understanding of curriculum content, pedagogy and current trends in information literacy partially supports student learning.	The library program aligns to national/state standards and with a focus on instructional priorities and learning; the library media specialist is aware of curriculum content, pedagogy, and current trends in information literacy across disciplines to support student learning.	The library program aligns to national/state standards, with a focus on instructional priorities, learning, and assessment; the library media specialist is aware of curriculum content, pedagogy, and current trends in information literacy and fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
Critical Attributes	**Disciplinary Expertise**			
	Planning and preparation demonstrate a lack of understanding of the standards, information literacy or the curriculum.	*Planning and preparation indicate partial understanding of the standards, information literacy, pedagogical practices, or the central concepts of the curriculum.*	*Planning and preparation reflect solid understanding of the standards, information literacy, central concepts of the curriculum and their relationship to one another.*	*Planning and preparation reflect extensive knowledge of the standards, important curricular concepts and how they relate to one another, educational research as it pertains to library programs, as well as new pedagogical practices and exploration of new instructional technologies.*
	Pedagogical Content Knowledge			
	Program plans lacks consideration for prerequisite knowledge and possible student misconceptions.	*Program plans include instructional strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge important to student learning of the content.*	*Program plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts.*	*Program plans include instructional strategies and representations of content, are chosen wisely and explicitly for their suitability to the content and their ability to foster high levels of intellectual engagement, skill development, and critical thinking.*

	Knowledge of interdisciplinary relationships and skills			
	No interdisciplinary relationships are identified in program plans or preparation.	*Program plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.*	*Program plans and preparation demonstrate knowledge of interdisciplinary relationships and skills to be explored and their real-world application.*	*Program plans and preparation connect concepts to other disciplines, prioritizing skills that transfer across disciplines, and emphasizing real-world applications of these concepts and skills.*

LIBRARY MEDIA SPECIALIST - DOMAIN 1: PLANNING AND PREPARATION				
1b: Applying Knowledge of Best Practices and Service Delivery				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Little or no knowledge of best practices and/ or models of delivery are identified, and/ or they are inappropriate for the students being served or the setting in which it is implemented.	There is partial knowledge of best practices and/ or models of services indicated in planning that will meet the needs of most of those being served.	Solid knowledge of best practices and/ or models of delivery of services are indicated in planning and the selected practices are appropriate to those being served.	There is a deep knowledge of the practices/ models of delivery indicated in planning which are appropriate to those being served and extend into applications in the school community.
Critical Attributes	**Applies knowledge of coaching approaches, strategies, and discipline-specific pedagogy**			
	The library media specialist demonstrates little knowledge of discipline specific pedagogy to support teachers in the advancement of student learning and literacy development.	*The library media specialist demonstrates basic familiarity with discipline specific pedagogy and trends in professional development strategies to support teachers' advancement of student learning and literacy development.*	*The library media specialist demonstrates thorough knowledge and application of current research in discipline specific pedagogy and trends in professional development along with many strategies to support teachers in the advancement of student learning and literacy development.*	*The library media specialist's knowledge and consistent application of current research in discipline specific pedagogy and trends in professional development is wide and deep.*
	Encourages others in developing knowledge and skills			
	The library media specialist is rarely involved in curriculum development with other educators and critical information skills are taught occasionally by the library media specialist in an isolated manner.	*The library media specialist participates in curriculum development with individual educators and occasional collaborative implementation with integration of some critical information skills*	*The library media specialist participates in curriculum development with other educators and collaborative implementation that includes integration of some critical information skills*	*The library media specialist is integrally involved in schoolwide curriculum development and an integrated continuum of critical information skills.*

	Applies knowledge of theories and models of adult learning			
	The library media specialist demonstrates little to no knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community-school partnerships, collaboration, coaching, and leadership.	*The library media specialist demonstrates limited knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community-school partnerships, collaboration, coaching, and leadership.*	*The library media specialist demonstrates knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community-school partnerships, collaboration, and leadership.*	*The library media specialist demonstrates deep knowledge of major concepts, theories, and evidence-based foundations of effective professional learning, adult learning theory, school change, community-school partnerships, collaboration, and leadership.*

LIBRARY MEDIA SPECIALIST - DOMAIN 1: PLANNING AND PREPARATION				
1c: Knowing and Valuing Students				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The library media specialist lacks sufficient knowledge of students to support student learning or development.	The library media specialist knowledge of students' identities, as well as their strengths and needs, partially supports learning and development.	The library media specialist knowledge of students supports learning and development and enables the Library Media Specialist to build upon student assets.	The library media specialist's knowledge of students is extensive and fosters student learning and development to support academic and personal success.
Critical Attributes	**Respect for Students' Identities**			
	The library media specialist is not aware of or pays little attention to students' race, culture, or identity.	*The library media specialist applies knowledge of students' race, culture, and identities in planning and preparation with limited success.*	*The library media specialist successfully incorporates knowledge of students' race, culture, and identities into planning and preparation.*	*The library media specialist recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.*
	Understanding of Students' Current Knowledge and Skill			
	The library media specialist does not try to ascertain information about students' backgrounds, varied prior knowledge, skill levels, interests, or mindsets.	*The library media specialist's understanding of students' varied knowledge and skill levels, interests as well as mindsets related to learning, is applied with limited success in planning and preparation.*	*The library media specialist's understanding of students' levels of knowledge and skill levels, interests, as well as their mindsets about learning, is applied successfully in planning and preparation.*	*The library media specialist's deep understanding of student's knowledge, skill levels, interests, and mindsets ensures that students receive appropriate scaffolds, when necessary, meet rigorous outcomes, and are challenged to do their best work.*

	Knowledge of Whole Child Development			
	The library media specialist does not attend to or have an understanding of students' cognitive, social, emotional, and character development.	*The library media specialist's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success.*	*The library media specialist's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.*	*The library media specialist deeply understands and integrates students' cognitive, social, emotional, and character development to include mindsets that promote student assumption of responsibility.*
	Knowledge of the Learning Process and Learning Differences			
	The library media specialist displays insufficient understanding of how students learn and develop.	*The library media specialist has limited understanding of the learning process and individual learning differences.*	*The library media specialist's accurate understanding of how students learn and learn differently is evident in planning and preparation.*	*The library media specialist uses extensive knowledge of the learning process and learning differences to design experiences that are engaging and successful.*
	Demonstrates knowledge of diversity and equity and applies that knowledge in planning			
	The library media specialist demonstrates little to no knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity in planning.	*The library media specialist demonstrates limited knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity in planning.*	*The library media specialist applies knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity.*	*The library media specialist applies extensive knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity.*

LIBRARY MEDIA SPECIALIST - DOMAIN 1: PLANNING AND PREPARATION				
1d: Using Resources Effectively				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Little to no knowledge of how to select and/or access resources to support the program.	There is partial knowledge of how to select and/or access the resources and an emerging understanding of how the resources support the needs of the program.	There is a solid knowledge of the resources available and how to access them and they are used to extend knowledge of the program at the building level.	There is a deep knowledge of the resources available and an understanding of how to access them within the school community and beyond and they are used to extend the knowledge of the program beyond the school setting.

Critical Attributes				
	Knowledge of resources in the district and in the larger professional community for teachers to advance their skills			
	The library media specialist makes selection of resources which may be limited and unconnected to the school community.	*The library media specialist partners with other educators in the selection and use of curriculum-related resources.*	*The library media specialist partners with other educators and learners in the selection and use of instructional resources and provides some links to external resources.*	*The library media specialist partners with other educators, learners, and the school community in the selection and use of instructional resources including connections to museums, colleges, businesses, and civic groups.*
	Supports external and internal resources for professional learning to enhance existing resources to achieve student learning goals			
	Resources are outdated and lack variety in format, limiting the ability to meet the differentiated needs of learners.	*Resources in a variety of formats are selected and maintained to provide access to information to meet the needs of learners.*	*The library media specialist ensures resources in a variety of formats are strategically selected and maintained to provide equitable access to diverse points of view, culturally responsive materials, in-depth curriculum-related information, and opportunities for personal exploration.*	*Library policies for collection development, reconsideration of library materials, online access, and copyright are developed with input from the school community and translate the values of cultural responsiveness, equity, accessibility, and ethics; resources in all formats provide equitable access and provoke discovery of diverse points of view, culturally responsive materials, in-depth curriculum-related information, and actively support opportunities for personal exploration.*
	Supports and facilitates teachers' ability to use technology to engage and motivate all learners			
	The library media specialist does not integrate instructional technology.	*The library media specialist integrates instructional technology on a limited basis.*	*The library media specialist regularly uses technology across content areas with library program; library program participates in the integration of instructional technology and facilitation of equitable access.*	*The library media specialist regularly uses current and emerging technology as a learning and literacy tool across content areas; library program actively participates in districtwide, seamless integration and facilitation of equitable access.*

LIBRARY MEDIA SPECIALIST - DOMAIN 1: PLANNING AND PREPARATION				
1e: Designing and Analyzing Assessments				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Does not engage in assessment or the assessments will not provide evidence that the program has met intended outcomes.	Assessments will partially help the Library Media Specialist know that program has met or is meeting the intended outcomes.	Assessments are planned and provide timely and valuable information to the Library Media Specialist, teachers and/or students.	Assessments are planned, include stakeholder input/feedback, and provide timely and valuable information to the Library Media Specialist, teachers and/or students.

Critical Attributes				
	Congruence with Instructional Outcomes			
	There is no assessment of the library program or little to no evidence informs library practice and the development of a plan for the library.	*There is limited assessment of school needs and how the library meets those needs and impacts student learning; provides some evidence to inform library practice and the development of a plan for the library.*	*Assessment of school needs and how the library meets those needs, embodies standards, and impacts student learning is an ongoing process that provides evidence to inform library practice and the development of an annual plan for the library.*	*Assessment of school needs and data and how the library meets those needs, embodies standards, and impacts learning is a frequent and intentional process that provides significant evidence to inform and evaluate library practice and design of an evidence-based plan for the library.*
	Criteria and Standards			
	Assessments are not evidence based and not aligned with the school and district mission, initiatives and goals, or support for development of plans is lacking; assessments lack criteria by which the program can be accurately assessed.	*The library media specialist develops assessments that take into consideration evidence of learning and some connection to school and district mission, initiatives, and goals; assessment criteria and standards have been developed, but they are not clear or too vague.*	*The library media specialist uses input from stakeholders to develop assessments for the library that take into consideration evidence of learning and school and district mission, initiatives, and goals; assessment criteria and standards are established, clear, and fully understood.*	*The library media specialist develops ongoing assessments that take into consideration evidence of learning and alignment with the school and district mission, initiatives, and goals; assessment criteria and standards are clear, and students and teachers have contributed to their development.*
	Designing Formative Assessment			
	There are no formative assessments planned.	*Some formative assessments are planned and will give a partially accurate picture of student learning throughout the lesson.*	*Formative assessments will give an accurate picture of student learning and plans for lessons indicate possible adjustments based on formative assessment data.*	*Formative assessments provide accurate and timely information to students and teachers allowing them to adjust course with minimal Library media specialist guidance.*
	Structure and Flow			
	Assessment results are not relevant or used for future planning.	*Assessment results are used in future planning for students.*	*Prior assessment results are a key tool used by the Library Media Specialist in planning and preparation.*	*Assessment results consistently drive planning and preparation to inform program decision making and instructional pathways for students and the library program.*

LIBRARY MEDIA SPECIALIST - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2a: Cultivating Respectful and Affirming Environments to Support Student Needs				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
Critical Attributes	**Culture of participation**			
	Library is not an inviting, safe, and respectful environment.	*Library is an inviting, safe, and respectful environment.*	*Library is an inviting, safe, and respectful environment where participatory learning, collaboration, innovation, and creative problem solving thrive for all users.*	*Library is an inviting, safe, and respectful environment where participatory learning, collaboration, innovation, and creative problem solving thrive for all learners; a culture of participation is created.*
	Connection to academic pursuits			
	The library has a climate for learning tied to academic pursuits.	*The library has a climate for learning tied to academic and personal research, reading, and other independent pursuits.*	*The library has a climate that welcomes users and encourages active learning tied to academic and personal research, reading, and other independent or collaborative pursuits.*	*The learning community actively participates in the creation of a climate that welcomes users and encourages active learning tied to academic and personal research, reading, and other independent or collaborative pursuits.*
	Contributions and needs of students are valued			
	Learners are valued as part of the learning community.	*Learners are valued as important to the learning community.*	*Learners are valued and celebrated as important to the learning community.*	*The differentiated contributions and needs of learners are valued and celebrated as important to the learning community.*

	Positive relationships			
	Interactions with building staff are negative, inappropriate, or insensitive to learners and are characterized by disparaging remarks or conflict. Staff resists support from the library media specialist.	*Interactions with building staff are free of conflict but may involve insensitivity and/or lack of responsiveness to differing skill levels among learners. Some staff are reluctant to accept support from the library media specialist.*	*Interactions with building staff demonstrate general trust and respect. Staff seeks support from the library media specialist. The library media specialist maintains a positive, confidential relationship with stakeholders and colleagues.*	*Interactions with the learning community are highly respectful and demonstrate a deep understanding of building needs and levels of skill development. The library media specialist. contributes to the culture of the school where all staff feel valued and comfortable taking intellectual risks.*

LIBRART MEDIA SPECIALIST - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2b: Responding with Flexibility to Student Needs				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The library media specialist rigidly adheres to their plan, even when change is clearly needed; the library media specialist brushes aside the concerns or questions of the students/ stakeholders. When the program is not successful the library media specialist blames the students/ stakeholders or the environment.	The library media specialist attempts to adjust the program when needed with partial success; the library media specialist attempts to accommodate the concerns and questions of the students/ stakeholders with partial success; the library media specialist accepts responsibility for the program but has a limited repertoire of strategies.	The library media specialist makes minor adjustments to the program which enhances the success; the instructional specialist successfully accommodates questions for the students/ stakeholders; the library media specialist accepts responsibility for the program and works to include students/ stakeholders who are resistant; the library media specialist has a broad repertoire of strategies.	The library media specialist makes major adjustments to the program when needed to guarantee the effectiveness of the program; the instructional specialist seizes the opportunity to enhance the program through work with others; the library media specialist persists in seeking effective approaches for students/ stakeholders, has a broad repertoire of strategies, and solicits additional resources for the program.
Critical	**Evidence-Based Adjustments**			
	The library media specialist does not recognize, or ignores, evidence of low engagement or lack of student understanding.	*The library media specialist attempts to adjust the program based on evidence but is only partially successful.*	*The library media specialist effectively adjusts the program based on real-time evidence and students' individual and specific needs.*	*Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the program with the support and encouragement of the library media specialist.*

	Purpose and Motivation			
	The library media specialist offers learners limited experiences to discover their interests.	*The library media specialist offers learners opportunities to discover their interests and strengths.*	*The library media specialist offers learners the freedom to develop their identities through the discovery of their interests and strengths.*	*The library media specialist offers learners the freedom to develop their identities through the discovery of their values, passions, interests, and strengths.*

	Student creativity and interest			
	Learners do not make individual choices during library experiences nor pursue individual areas of interest.	*Learners have limited opportunities to make choices about or pursue individual areas of interest in the library.*	*Learners are encouraged to pursue individual areas of interest within the programming, instruction, and resources of the library.*	*Learners are empowered to pursue individual areas of interest, making choices regarding programming, instruction, and resources of the library.*
	Student Agency			
	The library media specialist offers few opportunities and resources that enable learners to create; the library does not attend to the dispositions of agency.	*The library media specialist offers limited opportunities and resources that enable learners to solve problems and create; library fosters some of the dispositions of agency.*	*The library media specialist offers opportunities and resources that enable individual learners to invent, solve problems, create, and express their own voice; library fosters the dispositions of agency: persistence, resilience, risk taking, innovation, and learning from failure.*	*The library program builds a schoolwide culture of agency that enables learners to invent, solve problems, create, and express their own voice; library fosters the dispositions of agency: persistence, resilience, risk taking, innovation, and learning from failure.*

LIBRART MEDIA SPECIALIST - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2c: Communicating with Clarity and Purpose				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The instructional impact of library resources, collaborations, and learning is minimally communicated by the library media specialist.	The instructional impact of library resources, collaborations, and learning is regularly communicated by the library media specialist using some communication tools to make the impact of library evident to teachers, school, and school community.	The instructional impact of library resources, collaborations, and learning is regularly and efficiently communicated using a variety of communication tools to make the impact of library evident to teachers, school, and school community.	The instructional impact of library resources, collaborations, and policies on learning is deliberately, and efficiently communicated using a variety of communication tools in culturally proficient, equitable manner, publications, and presentations to make the impact of library abundantly evident to teachers, school, and school community.

Critical Attributes				
	Purposeful and appropriate communication			
	The purpose of the communication is unclear or confusing to the students/stakeholders; it may contain inappropriate language and/or major errors.	*The purpose of the communication is vague with clarifications after initial response from students/ stakeholders; the explanation is uneven and may be difficult to follow.*	*The purpose of the communication is clear to all, and the content is appropriate and connects with students'/ stakeholders' knowledge and experience.*	*The purpose of the communication is clear to all and the content is differentiated to meet the needs of the students/ stakeholders.*
	Clear communication			
	The library media specialist uses inaccurate instructional terminology and/or supports inappropriate instructional strategies.	*The library media specialist uses accurate instructional terminology and/or appropriate instructional strategies without explaining the meaning and/or use.*	*The library media specialist engages in ongoing conversation with teachers using effective and appropriate instructional strategies and academic vocabulary.*	*The library media specialist uses a gradual release model and shows evidence that teachers are explaining to other teachers research-based instructional strategies and use relevant academic vocabulary.*

LIBRART MEDIA SPECIALIST - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2d: Engaging Stakeholders in the Delivery of Services				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The setting is not safe and/ or some students/stakeholders do not have appropriate access to services. Considerable time is lost in delivery of services due to the managing of procedures by the library media specialist. Routines are ineffective resulting in significant loss of time. Norms and expectations are not clearly established and result in loss of time. Models of delivery, which provide the framework within which students receive services, are not the focus of the library media specialist.	The setting is safe, and at least essential services are accessible to most students/stakeholders. Some time is lost in the delivery of services due to the managing of procedures by the library media specialist. Routines function moderately well with some loss of time. Norms and expectations may be established but are not consistent. Models of delivery, which provide the framework within which students receive services, are present and beginning to be implemented.	The setting is safe, and the services are equally accessible to all students /stakeholders. Effective systems for the delivery of services result in little loss of instructional time. Routines occur smoothly with little loss of time. Norms and expectations are established and generally consistent. Models of delivery, which provide the framework within which students receive services, are present and support the success of the program.	The library media specialist advocates for accessibility of services for all students /stakeholders. Systems for performing delivery of services are well established and optimize the time for services. Routines are seamless and optimize the time for delivery of services. Norms and expectations are well established and consistent. Models of delivery, which provide the framework within which students receive services, are well established, and reflect the high involvement of the library media specialist within and outside of the school setting.

	Personalized learning			
	Instruction is focused on teaching students to complete activities rather than learn the underlying skills of inquiry, collaboration, or exploration.	*Instruction is designed to teach learners to inquire, collaborate, explore new ideas, and curate resources.*	*Instruction is designed to teach learners to inquire, include diverse perspectives, collaborate, explore new ideas, curate resources, and engage in the community of learners.*	*Instruction is designed to personalize learning and empower all learners to inquiry deeply, include diverse perspectives, collaborate, explore new ideas, curate resources, and engage fully in the community of learners.*
	Instructional design			
	Instructional design through the library program is based upon immediate needs rather than design process, focusing on activities and resources rather than clear learning outcomes and assessment.	*Instructional design through library program includes some elements of design process, clear outcomes, flexible teaching strategies, integration of resources, and assessment.*	*Instructional design through library program follows design process that includes analysis of learners, clear outcomes, alignment with standards, flexible teaching strategies, integration of diverse resources, and assessment.*	*Instructional design through the library program is planned with teachers and follows a design process that includes analysis of learners, clear outcomes, alignment with standards, flexible teaching and co teaching strategies, integration of diverse resources and emerging technology, and assessment.*
	Variety of instructional techniques			
	The library media specialist does not have instructional methods to teach critical inquiry skills.	*The library media specialist uses limited instructional methods and technology to teach critical inquiry skills to individuals and groups.*	*The library media specialist uses a variety of instructional methods and technology to teach critical inquiry skills, and sometimes coteach, critical thinking skills to individuals and groups.*	*The library media specialist uses a variety of instructional methods and technology to teach and coteach critical thinking skills to individuals and groups, enabling learners to create and share authentic learning experiences.*

LIBRART MEDIA SPECIALIST - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2e: Fostering a Culture of Support and Perseverance				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
	The culture is not conducive to learning and does not support development.	The culture is partially conducive to learning and development.	The culture is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters dialogue, joyful inquiry, reflection, and growth, allowing all students to flourish.

	Safety and Accessibility			
	Changes are needed for the library facility to become barrier-free, safe, and accessible to all; arrangements of furniture, shelving, displays, lighting, and technology prohibit use by varied simultaneous groups and individuals; space is disorganized.	*Library facility is barrier-free and safe; arrangements of furniture, shelving, displays, lighting, and technology limit use by varied simultaneous groups and individuals; space is organized.*	*Library facility is barrier-free, safe, and accessible to all; arrangements of furniture, shelving, displays, lighting, and technology allow for use by varied simultaneous groups and individuals; space is organized and accommodates different learning styles.*	*Library facility is barrier-free, safe, and flexibly accessible to all; flexible arrangements of furniture, shelving, displays, lighting, and technology allow for use by varied simultaneous groups and individuals; space is organized, invites discovery, and accommodates different learning styles.*
	Culture of perseverance			
	The library media specialist brushes aside or does not fully address students' questions or difficulties.	*The library media specialist attempts to incorporate students' questions and respond to their interests but only minimally or with limited success.*	*The library media specialist incorporates students' interests and questions into the program to deepen understanding and encourage curiosity and autonomy.*	*Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the library media specialist or others in the school and beyond.*
	Culture of support			
	The library media specialist conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	*Confidence, resilience, persistence, and teamwork are encouraged, promoting a conviction that with hard work and perseverance all students can master the content.*	*Confidence, resilience, persistence, and teamwork that support student perseverance are intentionally developed and celebrated.*	*Students encourage one another to persevere and use strategies to support each other through challenging work.*

LIBRARY MEDIA SPECIALIST - DOMAIN 3: PRODUCTIVE COLLABORATION				
3a: Collaborating with Others				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The library media specialist declines or resists collaboration with others in the design of the program to meet the needs of the school.	The library media specialist collaborates with others in the design of the program but is only partially successful in meeting the needs of the school.	The library media specialist collaborates with others in the design of the plan and meeting the needs of the school.	The library media specialist collaborates with others in the design of the plan and seeks input from all levels to assure the needs of the school are being met.

Critical Attributes				
	Collaborates with colleagues about the impact of individual and collective professional learning on student achievement			
	The library media specialist declines to or rarely collaborates with classroom teachers in the design of instructional lessons and units.	*The library media specialist inconsistently collaborates with classroom teachers in the design of instructional lessons and units.*	*The library media specialist consistently collaborates with classroom teachers in the design of instructional lessons and units.*	*The library media specialist seeks to collaborate with classroom teachers in the design of instructional lessons and units.*
	Applies collaborative practices			
	The library media specialist lacks approaches, strategies, and/or resources to support collaboration.	*The library media specialist has minimal approaches, strategies, and/or resources to support collaboration.*	*The library media specialist has multiple, effective approaches, strategies, and/or resources to support collaboration.*	*The library media specialist has multiple, effective approaches, strategies, and/or resources to support collaboration and shares approaches with stakeholders.*
	Promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills			
	The library media specialist needs support to collaborate with other educators to design instruction; integrating the process of inquiry and teaching inquiry skills needs to be developed. There is little to no differentiation of instruction.	*The library media specialist rarely has opportunities to collaborate with other educators to design instruction; integration of the process of inquiry and teaching inquiry skills is in development. There is little differentiation of instruction.*	*The library media specialist collaborates with other educators to design instruction to enable learners to engage in inquiry and use inquiry skills but not follow an entire inquiry process. Some instruction is differentiated to meet the needs of learners.*	*The library media specialist collaborates with other educators to design instruction to enable learners to follow an inquiry process that allows for active engagement, critical thinking, and construction of new understandings; instruction is differentiated to meet the needs of all learners.*

LIBRARY MEDIA SPECIALIST - DOMAIN 3: PRODUCTIVE COLLABORATION				
3b: Serving as a Resource and Contributing to School Community and Culture				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The library media specialist is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	The library media specialist makes some contributions to the school culture, supporting professional learning and upholding the values of the school.	The library media specialist takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and bring the values of the school to life through modeling and positive action.	The library media specialist takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families who have been marginalized.

Critical Attributes				
	Relational Trust and Collaborative Spirit			
	The library media specialist's relationships with colleagues are characterized by negativity or combativeness.	*The library media specialist has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues.*	*The library media specialist has supportive and collaborative relationships with colleagues that are built on mutual respect and trust.*	*The library media specialist actively builds relational trust with colleagues and models collaboration focused on student success.*
	Culture of Inquiry and Innovation			
	The library media specialist avoids activities promoting professional inquiry or only participates when required, making few or negative contributions.	*The library media specialist participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success.*	*The library media specialist regularly and actively participates in and contributes thoughtfully to professional inquiry.*	*The library media specialist takes a leadership role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school.*
	Service to the School			
	The library media specialist avoids involvement in school events, projects, and initiatives.	*The library media specialist participates in school events, projects, and initiatives as expected.*	*The library media specialist makes a substantial contribution to school events, projects, and initiatives.*	*The library media specialist takes a leadership role in events, projects, and initiatives that contribute to the overall success of the school.*

LIBRARY MEDIA SPECIALIST - DOMAIN 3: PRODUCTIVE COLLABORATION				
3c: Providing Resources and Access				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The library media specialist does not support teachers and students or document progress.	The library media specialist supports some teachers and students and inconsistently documents progress.	The library media specialist consistently supports teachers; documents and celebrates student progress toward attainment of learning and developmental goals; students and those who support them engage in reflection on their progress.	Students monitor progress toward mastery and their own attainment of learning and development goals; they analyze and discuss their progress with the Library Media Specialist and those who support them.

Critical Attributes				
	Student Progress Toward Mastery			
	The library media specialist does not adequately support student progress toward their goals, or the support is not focused on mastery or aligned to goals.	*The library media specialist supports student progress towards their goals, but it is not comprehensive or may not be useful to students and those who support them.*	*There is a clear system of support toward mastery and the library media specialist communicates understandable and useful information to students and those who support them.*	*Students are consistently aware of their own progress toward mastery of their goals; they are able to identify, reflect on, and discuss their strengths and needs based on clear evidence of progress.*
	Shared Ownership			
	The library media specialist does not engage with students or those who support them in setting, understanding, or monitoring progress toward goals.	*The library media specialist makes attempts to engage students and those who support them in identifying goals and monitoring progress toward them, with partial success.*	*The library media specialist engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success.*	*Students and those who support them are engaged as full partners in setting goals, monitoring progress, and evaluating and celebrating success.*
	Maintaining Reliable Records			
	The library media specialist does not have systems for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	*The library media specialist has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.*	*The library media specialist has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.*	*The library media specialist's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.*

LIBRARY MEDIA SPECIALIST - DOMAIN 3: PRODUCTIVE COLLABORATION				
3d: Maintaining Professional Standards				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The library media specialist resists application of standards and may select inappropriate means of delivering the program and/or does not follow established procedures and guidelines.	The library media specialist attempts to apply the standards but may do so inconsistently; the library media specialist does follow the established procedures and guidelines.	The library media specialist applies the standards consistently in the school setting; the library media specialist follows all established procedures and guidelines; the specialist shares findings, as appropriate.	The library media specialist applies the standards consistently in the school setting; the library media specialist follows all established procedures and guidelines; the specialist draws from a broad repertoire of strategies and shares expertise and findings with others, as appropriate.

Critical Attributes				
	Shows professionalism, including integrity and confidentiality			
	The library media specialist does not demonstrate ethics and professionalism and contributes to practices that are self- serving; the library media specialist fails to comply with school, district, or state regulations.	*The library media specialist is honest and well intentioned in contributing to decisions in the school; the library media specialist is beginning to support stakeholders;* library media specialist *needs reminders to comply with school or district expectations and guidelines.*	*The library media specialist consistently demonstrates ethical behavior and professionalism and complies fully and voluntarily with school and district expectations and guidelines.*	*The library media specialist is proactive and assumes a leadership role in demonstrating the highest standards of ethical conduct and models compliance with school and district expectations and guidelines.*
	Demonstrates professionalism in decision-making			
	The library media specialist makes decisions based on self-serving interests.	*The library media specialist's decisions are based on limited though genuinely professional considerations.*	*The library media specialist maintains an open mind and participates in team and departmental decision-making.*	*The library media specialist takes on a leadership role and helps to ensure that school decisions are based on the highest professional standards.*
	Honors confidentiality and fosters trust			
	Teachers do not trust the library media specialist to maintain norms of confidentiality.	*Teachers somewhat trust the library media specialist to maintain norms of confidentiality.*	*Teachers trust the library media specialist to maintain norms of confidentiality.*	*Teachers trust the library media specialist to maintain norms of confidentiality and initiate confidential conversations.*

LIBRARY MEDIA SPECIALIST - DOMAIN 3: PRODUCTIVE COLLABORATION				
3e: Using Data in Planning and Delivery of Service				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The library media specialist fails to seek and use data to inform the planning and delivery of services to the school and/or the data is in disarray.	The library media specialist seeks and uses data to inform some aspects of planning and delivery of services, but implementation is inconsistent.	The library media specialist seeks and uses data to inform planning and delivery of services and shares the data with others as appropriate to enhance the services provided to students and stakeholders.	The library media specialist seeks and uses data to inform planning and delivery of services, shares the data with others as appropriate to enhance the services provided to students and stakeholders, and uses the data to inform those at the district level of progress.

Critical Attributes				
	Assists and collaborates with teachers in analyzing assessment data to inform classroom instruction			
	The library media specialist does not create a plan, or the plan is inappropriate to evaluate the professional development; the library media specialist does not use assessment data to plan future learning activities.	*The library media specialist's evaluation plan is partially aligned to instructional outcomes but are not made clear; the library media specialist uses a single type of assessment data, which limits planning for future professional development and coaching support.*	*The library media specialist regularly plans for learner assessment with clear criteria aligned with instructional outcomes; the library media specialist uses both formative and summative assessment data to plan for future professional development*	*The library media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the professional development or support on an ongoing basis.*
	Assists and collaborates in interpreting assessment data to inform and evaluate instruction and improvement initiatives			
	The library media specialist is not involved in the interpretation of student achievement data to inform school-wide decisions.	*The library media specialist assists and collaborates with school leaders in the interpretation of summative data to inform school-wide decisions.*	*The library media specialist assists and collaborates with school leaders and teachers in the interpretation of reliable and valid assessment data, both summative and formative, to inform classroom and school wide decisions, instruction, and interventions.*	*The library media specialist assists and collaborates with school leaders and teachers in the interpretation of reliable and valid assessment data to inform classroom and school wide decisions, instruction, and interventions.*
	Uses data to inform planning and delivery of services			
	The library media specialist does not use data in reflection upon future practice.	*The library media specialist informally reflects upon the success of practice and records their impressions in a journal.*	*The library media specialist routinely collects feedback and uses this feedback for future planning.*	*The library media specialist routinely collects feedback in multiple formats and uses this feedback for future planning, and shares what adjustments were made because of the provided feedback.*

LIBRARY MEDIA SPECIALIST - DOMAIN 4: PRINCIPLED PRACTICE				
4a: Engaging Families and Communities				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The library media specialist does not engage students' families or the community.	The library media specialist makes some efforts to engage families and communities and does so in a respectful manner.	The library media specialist's engagement of families and communities is culturally responsive, demonstrates a clear value for the role they play in student learning, and furthers students' academic and personal success.	The library media specialist's engagement of students, families, and communities focuses on supporting the academic and personal success of each student, especially students who have been marginalized.
Critical Attributes	**Shares frequent information about the program to administration**			
	The library media specialist does not communicate with administration or communicates confidential records with administration.	*When the administrator initiates, the library media specialist communicates non-confidential information with the administrator.*	*The library media specialist meets with administrators on a consistent basis and shares non- confidential information.*	*The library media specialist advocates for a system of regular communication with the administrators and assists in implementation resulting in achievement of school-wide goals*
	Provides information in formats accessible to stakeholders using understandable language			
	The library media specialist fails to explain program information and reports.	*The library media specialist explains program information and reports, in vague and imprecise terms*	*The library media specialist explains program information and reports, in a clear and accurate manner.*	*The library media specialist consistently explains program information and reports, in a clear and accurate manner.*
	Shares frequent information about the library program to stakeholders			
	The library media specialist fails to communicate with stakeholders about the library program.	*The library media specialist inconsistently communicates with stakeholders about the library program.*	*The library media specialist consistently communicates in a timely manner with stakeholders; information is presented in a way that is easily accessed and understood by stakeholders.*	*The library media specialist welcomes stakeholder input and clearly communicates information that is customized to the stakeholders resulting in the stakeholders' increasing initiation of communication that demonstrates ownership of common goals.*

LIBRARY MEDIA SPECIALIST - DOMAIN 4: PRINCIPLED PRACTICE				
4b: Recording Data and Documenting Progress				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The record keeping system is limited to entries of completion only and in disarray. There is no apparent system for maintaining information related to students /stakeholders/ program or it is in disarray; the library media specialist records are in such disarray that it results in error and/or confusion.	The record keeping system is inadequate and only partially effective; the information related to students /stakeholders/program is partially present. The records are accurate but require frequent monitoring by the library media specialist to avoid errors or confusion.	The record keeping system is complete and effective; the information on progress of students/stakeholders/ program is complete and used to effectively report progress; the information is effectively used to improve the program or services.	The record keeping system is complete and effective, and the specialist seeks input from others. The information is complete and effectively used to report progress: the input from others is used to improve services.
Critical Attributes	**Records are organized, accurate, and maintained in appropriate data systems**			
	The library media specialist does not have a method for maintaining library records or the records are disorderly, causing errors and confusion.	*The library media specialist has an inadequate or ineffective method for maintaining library records that is only partially effective.*	*The library media specialist has an effective system for maintaining library records.*	*The library media specialist has an effective system for maintaining library records that provides data for future library goals.*
	Shares data appropriately with stakeholders			
	The library media specialist does not maintain and submit records/reports in a timely manner when requested	*The library media specialist inconsistently maintains and submits records/reports.*	*The library media specialist consistently maintains and submits records/reports in a timely manner.*	*The library media specialist consistently makes records/reports available to stakeholders to support self-advocacy and future planning.*
	Anticipates and responds to teacher needs when scheduling			
	The library media specialist does not maintain a schedule for library services.	*The library media specialist maintains an incomplete or inaccurate schedule for library services.*	*The library media specialist maintains an accurate schedule to facilitate scheduling with teachers.*	*The library media specialist maintains an accurate schedule and advocates with the administrator to ensure staff needs remain the first priority.*

LIBRARY MEDIA SPECIALIST - DOMAIN 4: PRINCIPLED PRACTICE				
4c: Growing and Developing Professionally				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The library media specialist does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	The library media specialist engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is often determined or directed by others.	The library media specialist directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.	The library media specialist appropriately exercises autonomy to direct professional learning for themselves and their peers, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.
Critical Attributes	**Curiosity and Autonomy**			
	The library media specialist demonstrates little or no interest in professional learning and takes no initiative to improve.	*The library media specialist engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth.*	*The library media specialist regularly seeks out and identifies high-quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.*	*The library media specialist takes a leadership role in the school, directing their own and others' learning as appropriate based on an inquiry-driven approach that prioritizes the needs of students.*
	Developing Cultural Competence			
	The library media specialist demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences.	*The library media specialist has some cultural knowledge, is developing understanding of the values and beliefs of other cultures and is beginning to engage in the reflective work necessary to become more culturally competent.*	*The library media specialist accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and structural inequities on students' success.*	*The library media specialist demonstrates cultural competence, is continually assessing and developing their own knowledge and skills and leads others in the school community to develop new approaches that value differences and address inequities.*
	Enhancing Knowledge and Skills			
	The library media specialist does not stay current on content and pedagogical knowledge.	*The library media specialist engages in activities designed specifically to strengthen content and pedagogical knowledge and deeper understanding of curriculum.*	*The library media specialist takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with colleagues.*	*The library media specialist is an expert and leader in understanding and continuously improving and refining their knowledge of content, pedagogy, and curriculum.*

	Seeking and Acting on Feedback			
	The library media specialist resists discussing feedback on their practice or ignores feedback that is given.	*The library media specialist accepts and acts on feedback given by colleagues.*	*The library media specialist invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.*	*The library media specialist takes a leadership role in the school in supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback.*

LIBRARY MEDIA SPECIALIST - DOMAIN 4: PRINCIPLED PRACTICE				
4d: Engaging in Reflective Practice				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The library media specialist does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges success.	The library media specialist's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The library media specialist's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success and results in specific changes and adjustments.	The library media specialist consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of instruction, exploration of new ideas and approaches, and ongoing changes to practice and mindsets focused on supporting students who need it most.
Critical Attributes	**Self-Assessment of Practice**			
	The library media specialist does not reflect on experiences or draws inaccurate or incomplete conclusions about their success.	*The library media specialist has a partially accurate but incomplete sense about whether or not practices were successful or had the desired impact on student learning and development.*	*The library media specialist draws on evidence from the learning activity, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development.*	*The library media specialist's assessment of the learning activity is based on multiple sources of evidence, leads to a thoughtful and accurate analysis of practice on student learning and development.*
	Analysis and Discovery			
	The library media specialist does not or is unable to analyze their impact on student success and/or makes no suggestions for growth or improvement.	*The library media specialist analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindsets or beliefs, and/or be willing to explore new strategies or ideas.*	*The library media specialist analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.*	*The library media specialist critically analyzes the impact of practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing improvement for students who need it the most.*

	Application and Continuous Improvement			
	The library media specialist does not plan for or consider opportunities to improve practice.	*Based on reflection, the library media specialist has some plans for future action that will better support student learning and development.*	*Based on reflection, the library media specialist considers multiple paths forward, communicates a commitment to the success of all students, and plans, practices, and implements improvements.*	*Based on reflection, the library media specialist focuses on the best course of action for student success, demonstrates perseverance in the face of challenges, implements new ideas and strategies and continues to reflect on and analyze the results.*

LIBRARY MEDIA SPECIALIST - DOMAIN 4: PRINCIPLED PRACTICE				
4e: Acting in Service of Students				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The library media specialist acts unethically and does not understand the needs of students or makes decisions in their best interest.	The library media specialist acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The library media specialist models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.	The library media specialist is a leader in the school in defining, modeling, and upholding high standards of ethical practice and wise decision making that prioritize the needs of all students, especially those who have been marginalized or underserved.
Critical Attributes	**Acting with Care, Honesty, and Integrity**			
	The library media specialist's actions are uncaring or dishonest.	*The library media specialist acts honestly and with integrity.*	*The library media specialist is known for and looked to as a model of honesty and integrity.*	*The library media specialist is a leader in the school in modeling and upholding honesty and integrity and encourages students to seek opportunities to develop these qualities.*
	Ethical Decision Making			
	The library media specialist makes unwise, rushed, or heated decisions or makes decisions that are self-serving.	*The library media specialist seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical*	*The library media specialist makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.*	*The library media specialist is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.*

	Deliberate Action			
	The library media specialist fails to act on behalf of students when deliberate action is warranted.	*The library media specialist addresses the needs of students through their actions but may do so inconsistently or with partial success.*	*The library media specialist is an advocate for all students and takes deliberate action on their behalf that aligns with the school's values.*	*The library media specialist serves as a model of advocacy for students and acts as a leader in the school, identifying and working to change policies and practices that do not align with district values or may cause harm to students.*

TECHNOLOGY FACILITATOR EVALUATION RUBRIC

DISTRICT 86
JOLIET
PUBLIC SCHOOLS

2022 Specialist Frameworks
Adapted for Joliet Public Schools District 86 from:
The Framework for Teaching | Charlotte Danielson, 2022 | www.danielsongroup.org

DOMAIN 1 Planning and Preparation	
1a	Planning Coherent Programs and Services
1b	Applying Knowledge of Best Practices and Service Delivery
1c	Knowing and Valuing Students
1d	Using Resources Effectively
1e	Designing and Analyzing Assessments

DOMAIN 2 Professional Practice and Delivery of Service	
2a	Cultivating Respectful and Affirming Environments to Support Student Needs
2b	Responding with Flexibility to Student Needs
2c	Communicating with Clarity and Purpose
2d	Engaging Stakeholders in the Delivery of Services
2e	Fostering a Culture of Support and Perseverance

DOMAIN 3 Productive Collaboration	
3a	Collaborating with Others
3b	Serving as Resource to the School Community
3c	Providing Resources and Access
3d	Maintaining Professional Standards
3e	Using Data in Planning and Delivery of Service

DOMAIN 4 Principled Practice	
4a	Engaging Families and Communities
4b	Recording Data and Documenting Progress
4c	Growing and Developing Professionally
4d	Engaging in Reflective Practice
4e	Acting in Service of Students

The Evaluation Frameworks for Specialists are designed to promote professional growth by building a shared understanding of the complex work of specialists in their work to provide and maintain a high level of service delivery, communication, and collaboration with students, families, and the entire school community. All Evaluation Frameworks for Specialists share the same structure above; but each specialist has specific language describing their complex practice.

The Evaluation Frameworks for Specialists can be used in multiple ways:

- A tool for **self-reflection** for specialists.
- A guide used by specialists and observers to **support collaborative conversations** based on criteria.
- The critical attributes support observers in providing **specific and actionable feedback** that encourage professional learning for specialists whose services are such an integral part of student success.
- To help **identify, collect, sort, and align accurate evidence of practice**.
- Ultimately, to **promote growth** for specialists and observers alike.

EVALUATION RUBRIC FOR SPECIALISTS

Domain 1: Planning and Preparation

In planning and preparation for their delivery of service, specialists focus on supporting the needs of the students, parents, and staff. Each group has unique content knowledge and expertise and possesses a deep knowledge of the needs and characteristics of the students they serve. They possess a deep understanding of resources that can be obtained and used to meet the needs of the students and school community. When planning, specialists consult the standards and rely on this knowledge base to guide them. Specialists select or design and implement assessments to document student progress, to inform future service delivery, and to guide further improvement.

Domain 2: Professional Practice and Delivery of Service

Specialists create a respectful, affirming, and supportive environment. They foster a sense of belonging and a culture where students are engaged and learn to interact respectfully. They build relationships with staff members, parents, and students creating a strong rapport. Specialists have an extensive repertoire of instructional or professional strategies. They identify appropriate, engaging strategies and realize that daily interactions and plans may require adjustment and they are responsive to change based on student and/or teacher need. In addition, they communicate clearly and accurately. As they deliver services, specialists select resources and materials aligned to meet the needs of students.

Domain 3: Productive Collaboration

The nature of specialists' role requires them to form partnerships and collaborate with families, staff, and the school community. They are skillful in establishing these relationships and understand that the interactions with others impact student learning. They understand that they are valued members of the school community, and that part of their responsibility is to assist in addressing school-wide issues. Specialists have a wide range of school-based resources that they share with staff and families. Specialists often identify resources and make them available to those who need them. In addition, they assist staff members in securing resources to meet the individual needs of students. There are times when a specialist needs to maintain confidentiality; such circumstances may be related to families, students, or staff.

Domain 4: Principled Practice

Specialists' contributions have a profound impact on the students they serve and on the entire school community. They are dedicated to ongoing learning and growth, which is characterized by reflecting on practice, recognizing successes, and identifying opportunities for improvement within the context of their work with students and the school community. "At its best and at its core, [practice] is an act of service and moral leadership rooted in an ethic of care and focused on the success of each and every student."

Adapted from Charlotte Danielson, Enhancing Professional Practice and 2022 Framework for Teaching, Danielson Group

TECHNOLOGY FACILITOR - DOMAIN 1: PLANNING AND PREPARATION				
1a: Planning Coherent Programs and Services				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Support is not aligned to District curriculum, instruction, and assessment expectations, and /or resources; activities are not appropriate for the students being served.	*Support is partially aligned to District curriculum, instruction, and assessment expectations, and /or resources; activities partially support the students being served.*	*Support is aligned to District curriculum, instruction, and assessment expectations, and resources; activities support the students being served.*	*Support is aligned to District curriculum, instruction, and assessment expectations, and resources; activities support the students being served and a leadership role is assumed sharing curriculum priorities with others in the school.*
Critical Attributes	**Deeply familiar with the district's curriculum, assessment, and instructional program**			
	Technology facilitator lacks sufficient knowledge of content and pedagogy (curriculum, instruction, assessment) to support teachers in the advancement of student learning.	*Technology facilitator's understanding of content and pedagogy (curriculum, instruction, assessment) and coaching practices partially supports teachers in the advancement of student learning of the content.*	*Technology facilitator's understanding of content and pedagogy (curriculum, instruction, assessment) and coaching practices support teachers in the advancement of student learning of the content.*	*Technology facilitator's deep understanding of content and pedagogy (curriculum, instruction, assessment) and coaching practices support teachers to foster deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.*
	Assumes an active role in planning, implementing, and monitoring teachers, teams, and school-wide professional learning based on district priorities			
	The technology facilitator provides minimal support in planning, implementing, and monitoring teachers, teams, and school/district professional learning.	*The technology facilitator supports planning, implementing, and monitoring teachers, teams, and school/district professional learning based on district priorities.*	*The technology facilitator participates in planning, implementing, and monitoring teachers, teams and school/district professional learning based on district priorities.*	*The technology facilitator assumes a leadership role in collaboration with the curriculum department and facilitates efforts for instructional programming and professional learning that reflects evidence-based practices.*
	Plans are well designed to support teachers in the improvement of their instructional skills			
	The technology facilitator provides learning materials and experiences that are disorganized and do not meet the needs of the learners (e.g., students, staff) or do not build on prior learner knowledge.	*The technology facilitator creates learning materials and experiences that engage some of the learners (e.g., students, staff).*	*The technology facilitator gathers knowledge of content, resources, and learners (e.g., students, staff) to create aligned learning experiences that support transfer and adoption of digital skills for learners.*	*The technology facilitator gathers and applies knowledge of content, resources, and learners (e.g., students, staff) to develop culturally relevant learning experiences that support the integration of digital resources and tools into practice*

	Comprehensive, aligned learning materials			
	The technology facilitator prepares materials that are not aligned to learning priorities.	*The technology facilitator prepares learning materials that reflect an ordered structure and partial knowledge of resources and learners.*	*The technology facilitator organizes comprehensive instructional materials aligned to learning priorities to engage learners.*	*The technology facilitator designs instructional materials aligned to learning priorities to allow learners to follow personalized learning pathways.*

TECHNOLOGY FACILITOR - DOMAIN 1: PLANNING AND PREPARATION				
1b: Applying Knowledge of Best Practices and Service Delivery				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Little or no knowledge of best practices and/ or models of service delivery are identified, and/ or they are inappropriate for the students being served or the setting in which it is implemented.	There is partial knowledge of best practices and/or models of service delivery indicated in planning that will meet the needs of most of those being served.	Solid knowledge of best practices and/ or models of service delivery are indicated in planning and the selected practices are appropriate to those being served.	There is a deep knowledge of the practices/ models of service delivery indicated in planning which are appropriate to those being served and extend into applications in the school community.
Critical Attributes	**Clear and measurable outcomes**			
	Technology facilitator's service delivery outcomes, as a function of planning and preparation, are not clear, not measurable, and do not represent relevant goals for individuals and/or school.	*Some of the technology facilitator's service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or school.*	*Most service delivery outcomes of the technology facilitator are clear, measurable, and represent relevant goals for the individual and/or school.*	*All service delivery outcomes of the technology facilitator are clear, measurable, and represent relevant goals for the individual and/or school.*
	Applies knowledge of theories and models of adult learning			
	Technology facilitator's plans and practices reflect little knowledge of teaching adult learners, pedagogy, and professional practice in relation to digital-age technologies.	*The technology facilitator's plans and practices reflect some knowledge of teaching adult learners, pedagogy, and professional practice in relation to digital-age technologies.*	*The technology facilitator's plans and practices that reflect substantial knowledge of teaching adult learners, pedagogy, and professional practice in relation to digital-age technologies.*	*The technology facilitator's plans and practices reflect comprehensive knowledge of teaching adult learners, pedagogy, and professional practice in relation to digital-age technologies.*

	Applies knowledge of coaching approaches, strategies, and discipline-specific pedagogy			
	Technology facilitator's planning and preparation reflects little or no understanding of their discipline relative to individual and/or district level needs.	*The technology facilitator's planning and preparation reflects moderate understanding of their discipline relative to individual and district level needs.*	*The technology facilitator's planning and preparation reflects a thorough understanding of their discipline relative to individual and district level needs.*	*The technology facilitator's planning and preparation reflects extensive understanding of their discipline relative to individual and district level needs.*

TECHNOLOGY FACILITOR - DOMAIN 1: PLANNING AND PREPARATION				
1c: Knowing and Valuing Students				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Technology facilitator lacks sufficient knowledge of students to support student learning or development.	Technology facilitator's knowledge of students' identities, as well as their strengths and needs partially supports learning and development.	Technology facilitator's knowledge of students supports learning and development and enables the technology facilitator to build upon student assets.	Technology facilitator's knowledge of students is extensive and fosters student learning and development to support academic and personal success.
Critical Attributes	**Respect for students' identities**			
	Technology facilitator is not aware of or pays little attention to students' race, culture, or identity.	*Technology facilitator applies knowledge of students' race, culture, and identities and in planning and preparation with limited success.*	*Technology facilitator successfully incorporates knowledge of students' race, culture, and identities into planning and preparation.*	*Technology facilitator recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.*
	Understanding of students' current knowledge and skill			
	Technology facilitator does not try to ascertain information about students' backgrounds, varied prior knowledge, skill levels, interests, or mindsets.	*Technology facilitator's understanding of students' varied knowledge and skill levels, interests as well as mindsets related to learning, is applied with limited success in planning and preparation.*	*Technology facilitator's understanding of students' levels of knowledge and skill levels, interests, as well as their mindsets about learning, is applied successfully in planning and preparation.*	*Technology facilitator's deep understanding of student's knowledge, skill levels, interests, and mindsets ensures that students receive appropriate scaffolds, when necessary, meet rigorous outcomes, and are challenged to do their best work.*

	Knowledge of whole child development			
	Technology facilitator does not attend to or have an understanding of students' cognitive, social, emotional, and character development.	*Technology facilitator's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success.*	*Technology facilitator's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.*	*Technology facilitator deeply understands and integrates students' cognitive, social, emotional, and character development to include mindsets that promote student assumption of responsibility.*
	Knowledge of the learning process and learning differences			
	Technology facilitator displays insufficient understanding of how students learn and develop.	*Technology facilitator has limited understanding of the learning process and individual learning differences.*	*Technology facilitator's accurate understanding of how students learn and learn differently is evident in planning and preparation.*	*Technology facilitator uses extensive knowledge of the learning process and learning differences to design experiences that are engaging and successful.*
	Demonstrates knowledge of diversity and equity and applies that knowledge in planning			
	Technology facilitator demonstrates little to no knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity in planning.	*Technology facilitator demonstrates limited knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity in planning.*	*Technology facilitator applies knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity.*	*Technology facilitator applies extensive knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity.*

TECHNOLOGY FACILITOR - DOMAIN 1: PLANNING AND PREPARATION				
1d: Using Resources Effectively				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Little to no knowledge of how to select and/or access resources to support the program.	There is partial knowledge of how to select and/or access the resources and an emerging understanding of how the resources support the needs of the program.	There is a solid knowledge of the resources available and how to access them and they are used to extend knowledge of the program at the building level.	There is a deep knowledge of the resources available and an understanding of how to access them within the school community and beyond and they are used to extend the knowledge of the program beyond the school setting.
Critical Attributes	**Knowledge of resources in the district and in the larger professional community for teachers to advance their skills**			
	Demonstrates little/no familiarity with school or district resources to enhance knowledge.	*Demonstrates some familiarity with technology resources for synchronous and asynchronous learning that are available in the school and district but does not seek to extend knowledge beyond readily available resources.*	*Is fully knowledgeable in identifying and evaluating the technology resources available through the school, district, or community to enhance knowledge and to effectively use in teaching and learning.*	*Extends searches for technology resources and partnerships beyond the school or district (e.g., professional organizations, community, etc.) to enhance knowledge of technology resources for use in teaching and learning; develops and continuously refines evaluation measures used to align resources to instructional needs and outcomes.*
	Supports and facilitates teachers' ability to use technology to engage and motivate all learners			
	The technology facilitator's knowledge of evidence-based instructional approaches is limited to what is provided by the school.	*The technology facilitator has limited and/or emerging knowledge of evidence-based instructional approaches that include technology to engage and address learning needs students.*	*The technology facilitator applies their knowledge of available technology resources and evidence-based approaches to coach teachers in designing, selecting, implementing, and evaluating instructional approaches, and interventions, to address the needs of students and enable them to be successful in various settings.*	*The technology facilitator assumes a leadership role and collaborates with leaders in designing, selecting, implementing, and evaluating programming that address the needs of all students because of their deep knowledge of technology, available resources, and evidence-based instructional approaches.*

	Supports external and internal resources for professional learning to enhance existing resources to achieve student- learning goals			
	The technology facilitator does not incorporate support for teachers' effective and appropriate digital technology usage in their planning.	*The technology facilitator incorporates some support for teachers' effective and appropriate digital technologies usage in their planning.* .	*The technology facilitator plans for the ongoing coaching of teachers in their efforts to integrate digital technologies in appropriate, safe, and effective ways.*	*The technology facilitator plans for the ongoing coaching of teachers in their efforts to integrate digital technologies in appropriate, safe, and effective ways and advocates for and provides information and training in technology for the school community.*

TECHNOLOGY FACILITOR - DOMAIN 1: PLANNING AND PREPARATION				
1e: Designing and Analyzing Assessments				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Assessment tools are inappropriate and/or not used in planning.	The assessment tools are appropriate, and they are partially used in planning.	The assessment tools are appropriate and clearly used in planning and the results are shared with staff, when appropriate.	There are multiple assessment tools that are appropriate, and they are used in planning and are shared with a variety of groups beyond the school.
Critical Attributes	**Assessments are aligned to instructional outcomes**			
	Designs assessments that do not contain clear criteria, are inappropriate for many learners, and are poorly aligned with the instructional outcomes.	*Designs assessments that are partially aligned to instructional outcomes but are not made clear to the learners.*	*Designs learner assessments with criteria that are clear and aligned with instructional outcomes.*	*Demonstrates evidence of learner involvement in the development of assessments aligned to instructional outcomes.*
	Uses assessment data to plan future instruction			
	Does not have plans for use of the assessment results in designing future instruction.	*Minimal use of formative or summative assessments to plan for future instruction.*	*Uses both formative and summative assessments to plan for future instruction for learners.*	*Effectively designs assessments adapted to meet the needs of all learners; uses the results to plan for personalization of instruction.*

Critical Attributes				
Supports teachers in the development of assessments				
	Lacks approaches, strategies and/or resources to foster educators' knowledge of assessments.	*Uses minimal approaches, strategies and/or resources to foster educators' knowledge of assessments and their appropriate applications; some formative assessments are planned and provide a partially accurate picture of student learning.*	*Fosters educators' knowledge of assessment by identifying multiple purposes of assessment and how to employ appropriate tools and techniques; formative assessments are planned and provide an accurate picture of student learning and plans for lessons indicate possible adjustments based on formative assessment data.*	*Fosters educators' knowledge of assessment by articulating, explaining, and evaluating factors and contextual influences within a balanced assessment system; formative assessments are planned provide accurate and timely information to students, allowing them to adjust course.*
Collaborate with teachers to provide timely and effective feedback to students				
	The teacher and technology facilitator do not use assessments to inform practice; feedback to students is non-existent.	*The technology facilitator and teacher use assessments inconsistently and ineffectively to inform classroom practice; feedback to students is limited and general.*	*The technology facilitator and teacher collaborate to reflect on effectiveness of the assessment(s) to inform classroom practice; students are aware of how assessments are used to evaluate their work.*	*In collaboration with the technology facilitator, the teacher uses information from the assessment to assess, plan and create lessons that move student learning forward; students own the assessment results.*

TECHNOLOGY FACILITATORY - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2a: Cultivating Respectful and Affirming Environments to Support Student Needs				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Interaction with at least some staff and students is negative, demeaning, sarcastic, or inappropriate. Students/ stakeholders exhibit disrespect for the technology facilitator; The technology facilitator allows or encourages interactions between others that mirror the above.	Interactions are generally appropriate but may indicate a disregard for the needs of the stakeholders and/or their culture. Students /stakeholders exhibit only minimal respect for the technology facilitator; students/ stakeholders in the setting do not demonstrate disrespect for each other.	The interactions are friendly and demonstrate general caring and respect. Interactions are appropriate to the age and culture of the students/stakeholders, and they exhibit respect for the technology facilitator; interactions in settings between students/ stakeholders are generally polite and respectful.	Interactions with students/ stakeholders reflect genuine respect and caring for individuals as well as the group. Students/stakeholders appear to trust the technology facilitator with sensitive information. Students/ stakeholders in the setting reflect the same characteristics when interacting with others.

Critical Attributes				
	Positive and supportive learning environment			
	The learning environment is characterized by chaos and conflict, with low expectations for improved academic, behavioral and social-emotional outcomes.	*The learning environment is controlled, but reflects only moderate expectations for improved academic, behavioral, and social-emotional outcomes.*	*The learning environment functions smoothly, with an efficient use of space and time and effective support for academic, behavioral, and social-emotional growth.*	*Recipients of services make a significant and meaningful contribution to various dimensions of the learning environment and contribute to improved academic, behavioral, and social-emotional outcomes.*
	Conveys enthusiasm			
	Conveys a negative attitude toward integration of digital resources and content; demeanor is a barrier, preventing learners from seeking assistance and interaction.	*Conveys limited enthusiasm for integrating digital resources and content.*	*Conveys a genuine enthusiasm for integrating digital resources and content.*	*Conveys infectious enthusiasm for integrating digital resources and content, leading to rigorous, self-directed learning.*
	Promotes equitable access			
	The technology facilitator does not promote an environment that cultivates equity and access for all.	*The technology facilitator attempts to promote an environment that cultivates equity and access for all.*	*The technology facilitator promotes an environment that cultivates equity and access for all.*	*The technology facilitator advocates for a school community that cultivates equity and access for all.*
	Builds positive relationships and maintains confidentiality			
	There are no clear standards for interactions, behavior, use of space and time, instruction, and intervention with students, maintaining confidentiality, etc.	*There are some clearly defined standards for interactions, use of space and time, instruction and intervention with students, and maintaining confidentiality, etc.*	*Standards and expectations for interactions, instruction, and intervention with students, and maintaining confidentiality are high.*	*Standards and expectations for interactions, instruction, and intervention with students, and maintaining confidentiality are high; the technology facilitator promotes an environment that cultivates trust.*

TECHNOLOGY FACILITATORY - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2b: Responding with Flexibility to Student Needs				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The technology facilitator rigidly adheres to their plan, even when change is clearly needed; the technology facilitator brushes aside the concerns or questions of the students/ stakeholders. When the program is not successful the technology facilitator blames the students/ stakeholders or the environment.	The technology facilitator attempts to adjust the program when needed with partial success; the technology facilitator attempts to accommodate the concerns and questions of the students/ stakeholders with partial success; the technology facilitator accepts responsibility for the program but has a limited repertoire of strategies.	The technology facilitator makes minor adjustments to the program which enhances the success; the technology facilitator successfully accommodates questions for the students/ stakeholders; the technology facilitator accepts responsibility for the program and works to include students/ stakeholders who are resistant; the technology facilitator has a broad repertoire of strategies.	The technology facilitator makes major adjustments to the program when needed to guarantee the effectiveness of the program; the technology facilitator seizes the opportunity to enhance the program through work with others; the technology facilitator persists in seeking effective approaches for students/ stakeholders, has a broad repertoire of strategies, and solicits additional resources for the program.
Critical Attributes	**Makes adjustments based on need**			
	Focuses on integrating a specific technology without alignment to learner needs or outcomes.	*Adjusts instructional design and delivery inconsistently and with partially successful results.*	*Promotes the progress of all learners, making adequate adjustments to instruction and informed decisions about service priority.*	*Promotes the successful progress of all learners, making seamless adjustments to instruction and service delivery.*
	Sets behavioral expectations, monitors learner behavior, and responds appropriately			
	Does not monitor learner behavior; response to misconduct is infrequent or disrespectful; does not establish behavior expectations, including digital	*Establishes expectations for behavior, including digital, but they may be incomplete; inconsistently monitors learner adherence to expectations; response to misconduct is intermittent.*	*Establishes, communicates, and reinforces standards of conduct for in-person and digital behavior; consistently monitors learner adherence to behavior expectations; response to misconduct is appropriate, respects the learners' dignity, and is in accordance with district protocols.*	*Using evidenced-based strategies, develops behavioral expectations (both in-person and digital) with learner participation; unobtrusively and continuously monitors learner behavior, with responses that are highly effective and sensitive to the learners' needs.*

	Makes accommodations for learner needs and interests			
	Does not make accommodations for learner needs and interests.	*Makes minimal accommodations for learner needs and interests, limited use of digital tools.*	*Proactively accommodates learner needs and interest, integrating digital tools where appropriate.*	*Accommodates diverse learner needs and interests using an extensive repertoire of instructional strategies and digital tools; models flexibility and responsiveness, prompting others to solicit technology facilitator's expertise and assistance to successfully adjust practice when integrating technology.*

TECHNOLOGY FACILITATORY - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2c: Communicating with Clarity and Purpose				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Communication is ineffective, as evidenced by lack of clarity, limited frequency, and absence of cultural sensitivity; the purpose of the communication is unclear or confusing to the students/ stakeholders.	Communication is somewhat effective, albeit inconsistent; the purpose of the communication is vague with clarifications after initial response from students/ stakeholders; the explanation is uneven and may be difficult to follow.	Communication is clear, frequent, and effective; the purpose of the communication is clear to all, and the content is appropriate and connects with students'/ stakeholders' knowledge and experience.	Communication is proactive and highly effective, characterized by clarity, frequency, respect, and cultural sensitivity; the purpose of the communication is clear to all, and the content is differentiated to meet the needs of the students/ stakeholders.
Critical Attributes	**Communication with students/stakeholders is culturally responsive and differentiated**			
	Communicates in a manner inappropriate for learners' cultures and levels of development.	*Communicates in a manner sometimes appropriate for learners' cultures and levels of development.*	*Communicates in a manner appropriate to learners' cultures and levels of development and accommodating individual preferences.*	*Adapts communication in-the-moment to be culturally responsive and to differentiate based on the audience of learners.*

Critical Attributes				
	Communication with students is age appropriate			
	Fails to use language and expectations consistent with knowledge and experience of learner groups.	*Uses language and expectations somewhat consistent with knowledge and experience of most learner groups.*	*Uses language and expectations consistent with knowledge and experience of learner groups.*	*Differentiates language and expectations appropriate to experience and skill level of the individual learner.*
	Communicates clearly with teachers			
	The technology facilitator uses inaccurate instructional terminology and/or supports inappropriate instructional strategies.	*The technology facilitator uses accurate and/or appropriate instructional strategies using technology without explaining the meaning and/or use.*	*The technology facilitator engages in ongoing conversation with teachers using effective and appropriate instructional strategies using technology/*	*The technology facilitator uses a gradual release model and shows evidence that teachers are explaining to other teachers' evidence-based strategies using technology.*

TECHNOLOGY FACILITATORY - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2d: Engaging Stakeholders in the Delivery of Services				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The setting is not safe and/ or some students/ stakeholders do not have appropriate access to services. Considerable time is lost in delivery of services due to the management of procedures by the technology facilitator. Routines are ineffective resulting in significant loss of time. Norms and expectations are not clearly established and result in loss of time. Models of delivery, which provide the framework within which students receive services, are not the focus of the technology facilitator.	The setting is safe, and at least essential services are accessible to most students/stakeholders. Some time is lost in the delivery of services due to the management of procedures by the technology facilitator. Routines function moderately well with some loss of time. Norms and expectations may be established but are not consistent. Models of delivery, which provide the framework within which students receive services, are present and beginning to be implemented.	The setting is safe, and the services are equally accessible to all students /stakeholders. Effective systems for the delivery of services result in little loss of instructional time. Routines occur smoothly with little loss of time. Norms and expectations are established and generally consistent. Models of delivery, which provide the framework within which students receive services, are present and support the success of the program.	The technology facilitator advocates for accessibility of services for all students /stakeholders. Systems for performing delivery of services are well established and optimize the time for services. Routines are seamless and optimize the time for delivery of services. Norms and expectations are well established and consistent. Models of delivery, which provide the framework within which students receive services, are well established, and reflect the high involvement of the technology facilitator within and outside of the school setting.

Critical Attributes				
	Effective routines			
	Does not establish routines; ineffectively manages learning environment, resulting in significant loss of instructional time.	*Establishes minimal routines that enable learner groups to be productive or work collaboratively unsupervised; inconsistently manages learning environments, resulting in the loss of instructional time.*	*Establishes routines that allow most learners to be collaborative and productive, moving toward self-regulation; effectively manages learning environments, resulting in active learning*	Establishes clear routines, allowing all learners to be collaborative, productive, and self-regulating; enables learners to manage online learning environments with minimal input from the technology facilitator; transitions between learning environments are seamless and active learning is present.
	High levels of engagement			
	Provides few activities and assignments, materials and resources, and groupings of learners that are appropriate for the instructional outcomes or the learner's current levels of understanding, resulting in minimal or no intellectual engagement.	*Provides activities and assignments, materials and resources, and groupings of learners that are somewhat appropriate to the instructional outcomes; all learners are engaged in work of a high level of rigor.*	*Provides activities and assignments, materials and resources, technology use, and groupings of learners that are consistently appropriate to the instructional outcomes or the learners' current levels of understanding.*	*Ensures that throughout the learning, all learners are highly intellectually engaged and make contributions to the activities, materials, and groupings of learners.*
	Self-Monitoring and adjustment of services			
	Minimal or no use of a problem-solving process to identify, analyze, and provide appropriate services and supports with fidelity.	*Moderate use of a problem-solving process to identify, analyze, and provide appropriate services and supports.*	*Effective use of a problem-solving process to identify, analyze, and provide appropriate services and supports with fidelity.*	*Effective use of a problem-solving process to identify, analyze, and provide appropriate services and supports with flexibility and fidelity.*

TECHNOLOGY FACILITATORY - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2e: Fostering a Culture of Support and Perseverance				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The technology facilitator interacts with the educational community in a manner that is negative, inappropriate, or insensitive to learners and characterized by disparaging remarks or conflict.	The technology facilitator interacts with the educational community in a manner free of conflict, but which may be insensitive and/or lack responsiveness to the social-emotional needs or differing skill levels among learners.	The technology facilitator interacts with the educational community with general caring and respect for learner needs (e.g., social and emotional needs, levels of skill development).	The technology facilitator interacts with the educational community and others in a respectful manner that demonstrates a deep understanding of learner needs (e.g., social and emotional needs, levels of skill development).
Critical Attributes	**Building a culture of support and shared ownership**			
	The technology facilitator fails to engage colleagues in conversations about professional learning to address student learning needs.	*The technology facilitator Invites colleagues to participate in professional learning to address the needs of students outside individual classrooms*	*The technology facilitator meets with colleagues about the impact of individual and collective professional learning on student achievement.*	*The technology facilitator engages colleagues in conversations about the impact of individual and collective professional learning on student achievement.*
	Building a culture of support and accessibility			
	Teachers are reluctant to request assistance from the technology facilitator, fearing that such a request will be treated as a sign of deficiency.	*Relationships with the technology facilitator are cordial; teachers don't resist initiatives established by the lead teacher.*	*Relationships with the technology facilitator are highly respectful and trusting, with many contacts initiated by teachers.*	*The technology facilitator contributes to the development of the social architecture of a collaborative culture in individual, team, and school wide interactions; high expectations; collective responsibility; mutual respect*
	Building a culture of support and professional inquiry			
	Teachers convey the sense that incorporating technology in teaching and learning is externally mandated and is not important to school improvement.	*Teachers don't resist offerings of support from the technology facilitator.*	*The technology facilitator promotes a culture of professional inquiry in which teachers seek assistance in improving incorporating technology in teaching and learning.*	*The technology facilitator has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the* technology facilitator.

TECHNOLOGY FACILITATOR - DOMAIN 3: PRODUCTIVE COLLABORATION				
3a: Collaborating with Others				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The technology facilitator declines or resists collaboration with others in the design of the program to meet the needs of the school.	The technology facilitator collaborates with others in the design of the program but is only partially successful in meeting the needs of the school.	The technology facilitator collaborates with others in the design of the plan and meeting the needs of the school.	The technology facilitator collaborates with others in the design of the plan and seeks input from all levels to assure the needs of the school/district are being met.
Critical Attributes	**Meets with colleagues about the impact of individual and collective professional learning on student achievement**			
	The technology facilitator declines to collaborate with classroom teachers in the design of instructional lessons and units.	*The technology facilitator collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.*	*The technology facilitator initiates collaboration with classroom teachers in the design of instructional lessons and units.*	*The technology facilitator collaborates with classroom teachers/stakeholders in the design of instructional lessons and units, locating additional resources when needed.*
	Promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills			
	The technology facilitator lacks approaches, strategies, and/or resources to support collaboration.	*The technology facilitator uses minimal approaches, strategies and/or resources to support productive collaboration.*	*The technology facilitator uses approaches, strategies and/or resources to support collaboration.*	*Teachers/stakeholders initiate collaboration with the technology facilitator.*

TECHNOLOGY FACILITATOR - DOMAIN 3: PRODUCTIVE COLLABORATION				
3b: Serving as a Resource to the School Community				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The technology facilitator declines or resists serving as a consultant to the school community.	The technology facilitator serves as a consultant to the school community, but the services may be inconsistent.	The technology facilitator serves as a consultant to the school community and shares expertise with others frequently.	The technology facilitator serves as a resource to the school community and seeks ways to share expertise within the school setting and beyond.

Critical Attributes	**Maintains positive and productive relationships with colleagues**			
	Interpersonal relationships with colleagues are negative or self-serving.	*The technology facilitator participates in the PLC meetings with no follow-up or support to the members; relationships with colleagues are cordial to fulfill required duties.*	*The technology facilitator demonstrates highly effective coaching in PLC meetings; professional relationships are consistently characterized by mutual support, cooperation, positivity, and respect.*	*The technology facilitator consistently uses evidence-based strategies to facilitate a climate of professional inquiry in the school; the instructional coach cultivates a climate of mutual support, cooperation, positivity, and respect.*
	Contributes to the development of a collaborative culture			
	The technology facilitator avoids participating in the professional community, school and district events and projects.	*The technology facilitator inconsistently participates in school and district events and projects.*	*The technology facilitator volunteers to participate in school and district events and projects.*	*The technology facilitator leads school and district events and projects.*
Critical Attributes	**Builds awareness of strong evidence-based instructional practices, routines, and programs**			
	The technology facilitator does not take initiative to create partnerships with teachers or leaders to advocate for effective instructional programs, practices, policies.	*The technology facilitator works with teachers and other school leaders in a limited capacity to advocate on behalf of students, families, and communities for effective programs, practices, and policies.*	*The technology facilitator facilitates and works with teachers and other school leaders to advocate on behalf of students, families, and communities for effective programs, practices, and policies.*	*The technology facilitator extensive use of partnerships with school and community, and external resources to advocate on behalf of students, families, and communities for effective programs, practices, and policies.*
	Demonstrates how equity and access impact the school and provides leadership and support to teachers, families, and schools community			
	The technology facilitator is unable to identify or suggest resources that promote equitable instructional practices.	*The technology facilitator's inconsistently advocates for equitable practices at both the classroom and district level.*	*The technology facilitator advocate for equitable practices at both the classroom and district level.*	*The instructional coach proactively and routinely advocates for change in school practices and structures that are inherently biased against certain groups.*

TECHNOLOGY FACILITATOR - DOMAIN 3: PRODUCTIVE COLLABORATION				
3c: Providing Resources and Access				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The technology facilitator fails to locate and provide the resources to support the needs to the students/ stakeholders or must be directed to do so; the technology facilitator is not accessible to students/ stakeholders.	The technology facilitator inconsistently locates resources to support the program, but they may be limited to only giving them to the student/ stakeholder when requested to do so; the technology facilitator is accessible to the students/ stakeholder upon request.	The technology facilitator locates resources to support the program that supports the needs of the school. The technology facilitator is accessible and shares their expertise with the staff to support the accurate use of the resources.	The technology facilitator locates resources to support the program and the needs of the school. The technology facilitator is accessible and shares their expertise with the staff to support the accurate use of the resources; the technology facilitator seeks and provides resources beyond the school setting to enhance the program.
	Demonstrates how issues of equity and access impact the school and provides leadership and support to teachers, schools, families, and communities			
	The technology facilitator is unable to identify or suggest resources that promote equitable instructional practices.	*The technology facilitator inconsistently advocates for equitable practices at both the classroom and systems level.*	*The technology facilitator advocates for equitable practices at both the classroom and systems level.*	*The technology facilitator proactively and routinely advocates for change in school and societal practices and structures that are inherently biased or prejudiced against certain groups.*
Critical Attributes	**Initiates collaboration with classroom teachers in the design and skillful implementation of instructional lessons and units**			
	The technology facilitator provides limited supports to address each individual staff member's areas of need related to implementation.	*The technology facilitator employs multiple types of support to address each individual staff member's areas of need related to implementation, upon request.*	*The technology facilitator employs multiple classroom support to align with teachers' needs and concerns.*	*The technology facilitator tailors support to align with teachers' needs and concerns.*
	Promotes high quality professional learning			
	The technology facilitator fails to contribute or promote high-quality professional learning for staff.	*The technology facilitator inconsistently supports colleagues in understanding and implementing conditions for effective individual and team professional learning.*	*The technology facilitator promotes and establishes high-quality professional learning with staff, students, and leaders.*	*The technology facilitator establishes high-quality professional learning and engages staff, students, and leaders in development or facilitation.*

	Encourages teachers to use supports and resources and has established clear procedures for them to gain access			
	The technology facilitator fails to establish clear supports and resources.	*The technology facilitator has established clear supports and resources but does not have clear procedures for access.*	*The technology facilitator has established clear supports and resources and has developed clear procedures for access.*	*The technology facilitator has established clear supports and resources and has developed clear procedures for access; teachers independently access and use resources.*

TECHNOLOGY FACILITATOR - DOMAIN 3: PRODUCTIVE COLLABORATION				
3d: Maintaining Professional Standards				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The technology facilitator resists application of ISTE standards and others; may select inappropriate means of delivering the program and/or does not follow established procedures and guidelines.	The technology facilitator attempts to apply ISTE standards and others; but may do so inconsistently; the technology facilitator does follow the established procedures and guidelines.	The technology facilitator consistently applies the ISTE standards and others in the school setting; the technology facilitator follows all established procedures and guidelines; the technology facilitator shares findings, as appropriate.	The technology facilitator consistently applies the ISTE standards and others; the technology facilitator follows all established procedures and guidelines; the technology facilitator draws from a broad repertoire of strategies and shares expertise and findings with others, as appropriate.
Critical Attributes	**Shows professionalism, including integrity and confidentiality**			
	The technology facilitator does not demonstrate ethics and professionalism and contributes to practices that are self- serving; the technology facilitator fails to comply with school, district, or state regulations.	*The technology facilitator is honest and well intentioned in contributing to decisions in the school; the instructional coach is beginning to support stakeholders; the technology facilitator needs reminders to comply with school or district expectations and guidelines.*	*The technology facilitator consistently demonstrates ethical behavior and professionalism and complies fully and voluntarily with school and district expectations and guidelines.*	*The technology facilitator is proactive and assumes a leadership role in demonstrating the highest standards of ethical conduct and models compliance with school and district expectations and guidelines.*
	Demonstrates professionalism in decision-making			
	The technology facilitator makes decisions based on self-serving interests.	*The technology facilitator's decisions are based on limited though genuinely professional considerations.*	*The technology facilitator maintains an open mind and participates in team and departmental decision-making.*	*The technology facilitator takes on a leadership role and helps to ensure that school decisions are based on the highest professional standards.*
	Honors confidentiality and fosters trust			
	Teachers do not trust the technology facilitator to maintain norms of confidentiality.	*Teachers somewhat trust the technology facilitator to maintain norms of confidentiality.*	*Teachers trust the technology facilitator to maintain norms of confidentiality.*	*Teachers trust the technology facilitator to maintain norms of confidentiality and initiate confidential conversations.*

TECHNOLOGY FACILITATOR - DOMAIN 3: PRODUCTIVE COLLABORATION				
3e: Using Data in Planning and Delivery of Service				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The technology facilitator fails to seek and use data to inform the planning and delivery of services to the school and/or the data is in disarray.	The technology facilitator seeks and uses data to inform some aspects of planning and delivery of services, but implementation is inconsistent.	The technology facilitator seeks and uses data to inform planning and delivery of services and shares the data with others as appropriate to enhance the services provided to students and stakeholders.	The technology facilitator seeks and uses data to inform planning and delivery of services, shares the data with others as appropriate to enhance the services provided to students and stakeholders, and uses the data to inform those at the district level of progress.
Critical Attributes	**Assists and collaborates with teachers in analyzing assessment data to inform classroom instruction**			
	Does not assess instruction and provides little or no feedback to learners during or after instruction.	*Uses one tool to assess instruction when multiple options are available and more appropriate.*	*Conducts valid and reliable technology-enhanced formative and summative assessments using multiple measures; uses technology resources to gather, interpret, and evaluate assessment data to inform instruction.*	*Leads collaborative efforts with educators to develop and administer appropriate technology-enhanced formative and summative assessments for diverse learners.*
	Provides effective feedback			
	Does not provide feedback to learners.	*Provides feedback to learners that is inconsistent in quality, timeliness, and impact on learning.*	*Consistently provides high quality feedback to learners that serves to advance their learning; learners are fully aware of the assessment criteria used to evaluate their work.*	*Ensures that learners use self-assessment to determine what their professional learning needs are and where to find resources to address those needs; ensures learners are empowered to analyze and synthesize multiple sources of reliable and valid data that regularly inform changes/ improvements to practice.*
	Uses data to inform planning and delivery of services			
	The technology facilitator does not use data in reflection upon the coaching practices.	*The technology facilitator informally reflects upon the success of a coaching and records their impressions in a journal.*	*The technology facilitator routinely collects feedback and uses this feedback for future planning.*	*The technology facilitator routinely collects feedback in multiple formats and uses this feedback for future planning, and shares what adjustments were made because of the provided feedback.*

TECHNOLOGY FACILITATOR - DOMAIN 4: PRINCIPLED PRACTICE				
4a: Engaging Families and Communities				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The technology facilitator does not attempt to support teachers/ stakeholders to engage families/ school community in the program.	The technology facilitator makes modest and partially successful attempts to support teachers/stakeholders to engage families and school community in the program.	The technology facilitator supports teachers/ stakeholders to provide frequent information to families and school community about the school program.	The technology facilitator collaborates with stakeholders to identify ways to engage families and school community; the technology facilitator supports teachers to provide frequent information to families/ communities about the school program.
Critical Attributes	**Shares information about services**			
	The technology facilitator does not share information about technology services with teachers/stakeholders that could possibly benefit families/school community.	*The technology facilitator inconsistently shares information about technology services with teachers/stakeholders that could possibly benefit families/school community.*	*The technology facilitator regularly shares information about technology services with teachers/stakeholders that could possibly benefit families/school community.*	*The technology facilitator collaborates with teachers/stakeholders about technology that could possibly benefit families/school community.*
	Provides information in formats accessible to stakeholders using understandable language			
	The technology facilitator fails to clearly explain resources and services.	*The technology facilitator explains resources and services in vague and imprecise terms.*	*The technology facilitator explains resources and service in a clear and accurate manner.*	*The technology facilitator consistently explains recourses and services in a clear and accurate manner.*

	Shares information about services to stakeholders			
	The technology facilitator fails to communicate with stakeholders, (e.g., school staff, administrators).	*The technology facilitator inconsistently communicates with stakeholders about instructional research, professional learning opportunities, the coaching process, instructional needs, etc.*	*The technology facilitator consistently communicates in a timely manner with stakeholders about instructional research, professional development opportunities, the coaching process, instructional needs etc. Information is presented in a way that is easily accessed and understood by stakeholders.*	*The technology facilitator welcomes stakeholder input and clearly communicates information that is customized to the stakeholders resulting in the stakeholders' increasing initiation of communication that demonstrates ownership of common goals.*

TECHNOLOGY FACILITATOR - DOMAIN 4: PRINCIPLED PRACTICE				
4b: Recording Data and Documenting Progress				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The record keeping system is limited to entries of completion only and in disarray; there is no apparent system for maintaining information related to students /stakeholders/ program or it is in disarray; the technology facilitator records are in such disarray that it results in errors and/or confusion.	The record keeping system is inadequate and only partially effective; the information related to students /stakeholders/program is partially present. The records are accurate but require frequent monitoring by the technology facilitator to avoid errors or confusion.	The record keeping system is complete and effective; the information on progress of students/stakeholders/ program is complete and used to effectively report progress; the information is effectively used to improve the program or services.	The record keeping system is complete and effective, and the technology facilitator seeks input from others. The information is complete and effectively used to report progress; the input from others is used to improve services.
Critical Attributes	**Records are organized, accurate, and maintained in appropriate data systems**			
	The technology facilitator does not have a method for maintaining records or the records are incomplete or inaccurate, causing errors and confusion; maintenance of records and/or data lacks security measures; no attempts are made to safeguard confidentiality.	*The technology facilitator has a method for maintaining records; record-keeping is partially effective but disorganized or outdated; maintenance of records and/or data does not ensure security or confidentiality of data.*	*The technology facilitator has an effective system for maintaining records in compliance with policies and regulations; records are accurate and timely; data are secure and confidential.*	*The technology facilitator has a thorough and effective system for maintaining detailed instructional and non-instructional records; applies highest level of ethical and professional standards to record-keeping.*

	Shares data appropriately with stakeholders			
	The technology facilitator does not maintain and submit records/reports in a timely manner when requested	*The technology facilitator inconsistently maintains and submits records/reports.*	*The technology facilitator consistently maintains and submits records/reports in a timely manner.*	*The technology facilitator consistently makes records/reports available to stakeholders to support self-advocacy and future planning.*
	Anticipates and responds to teacher needs when scheduling			
	The technology facilitator does not maintain a daily schedule.	*The technology facilitator maintains an incomplete or inaccurate coaching schedule.*	*The technology facilitator maintains an accurate schedule to facilitate scheduling with teachers.*	*The technology facilitator maintains an accurate schedule and advocates with the administrator to ensure staff needs remain the first priority.*

TECHNOLOGY FACILITATOR - DOMAIN 4: PRINCIPLED PRACTICE				
4c: Growing and Developing Professionally				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The technology facilitator does not demonstrate how they take part in professional development and uses the knowledge to improve practice the technology facilitator does not take an active part in the professional learning community both within the school setting and beyond.	The technology facilitator demonstrates how they take part in professional development that is required and makes some connections to how the knowledge was used to improve practice; the technology facilitator takes part in the professional learning community only to the extent to which it is required.	The technology facilitator demonstrates how they actively sought professional development related to the program and used it to improve practice; the technology facilitator takes an active role in the professional learning community within the school setting.	The technology facilitator demonstrates how they take an active part in professional development through a leadership role and how they help others to use the knowledge to better practice; the technology facilitator leads the professional learning community within the school setting.
Critical Attributes	**Actively pursues professional development opportunities**			
	The technology facilitator does not participate in professional learning activities.	*The technology facilitator participates in professional learning activities that are convenient or required and makes limited contributions to the profession.*	*The technology facilitator seeks professional learning activities based on self-assessment to engage in continual learning, deepen professional knowledge and keep current with emerging instructional research.*	*The technology facilitator seeks professional learning activities based on self-assessment to engage in continual learning and develops activities that contribute to the profession.*

	Seeks opportunities to enhance expertise and to stay current in the field			
	The technology facilitator is not a member of a school, state, and or professional committees/organizations.	*The technology facilitator is a member of a school, state, and/or professional committees/ organizations.*	*The technology facilitator is an active member of school, state, and/or professional committees/organizations.*	*The technology facilitator has an integral role in school, state and/or professional committees/organizations.*
	Invites feedback from colleagues and administrators			
	The technology facilitator fails to use feedback from school leaders and teachers to improve their practice.	*The technology facilitator minimally uses feedback from school leaders and teachers to improve their practice.*	*The technology facilitator uses feedback from school leaders and teachers to improve their practice.*	*The technology facilitator consistently uses feedback from school leaders and teachers to improve and enhance their practice.*

TECHNOLOGY FACILITATOR - DOMAIN 4: PRINCIPLED PRACTICE				
4d: Engaging in Reflective Practice				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The technology facilitator does not know whether the program was effective, or the goals were achieved using data; the technology facilitator has no suggestions for how the program could be improved or how the goals could have been met.	The technology facilitator has a generally accurate impression of the program's effectiveness and the extent to which goals were met using data; they can make general suggestions about how to improve the program or to meet goals for the next cycle.	The technology facilitator makes an accurate assessment of the effectiveness of the program and the extent to which goals were met using data; they can make a few specific suggestions of what could be tried to improve the program and meet the goals for the next cycle.	The technology facilitator makes a thorough and accurate assessment of the effectiveness of the program and the extent to which they met goals with data; they draw upon an extensive repertoire of skills and offers specific alternate actions on how to improve the program and meet the goals.
Critical Attributes	**Self-assesses performance against standards**			
	The technology facilitator does not reflect on the effectiveness of their professional practice, or their reflections are self-serving.	*The technology facilitator consistently reflects on the effectiveness of their professional practice.*	*The technology facilitator reflects on the effectiveness of their professional practice.*	*The technology facilitator consistently reflects on the effectiveness of their professional practice, researching methods for improvement to build capacity across the district.*
	Demonstrates a growth mindset			
	The technology facilitator does not consider that their practice could be improved.	*The technology facilitator is beginning to consider that their practice could improve.*	*The technology facilitator acknowledges a need for continuous improvement in practice and accepts suggestions from peers and administrators.*	*The technology facilitator demonstrates a growing level of sophistication and variety of coaching techniques over time, which results in observable professional growth among the teachers with whom they work.*
	Reflection on feedback from teachers and administrators to continually refine coaching practice			
	The technology facilitator neither seeks nor reflects upon feedback after delivery of services.	*The technology facilitator reflects on delivery of service throughout the year with the prompting of the administrator.*	*The technology facilitator seeks feedback, both in multiple formats and uses it to improve future delivery of service.*	*The technology facilitator seeks and shares feedback after delivery of service from and with teachers, then offers solutions for better meeting teacher interests and needs.*

TECHNOLOGY FACILITATOR - DOMAIN 4: PRINCIPLED PRACTICE				
4e: Acting in Service of Students				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The technology facilitator acts unethically and does not understand the needs of students or make decision in their best interest.	The technology facilitator acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The technology facilitator models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.	The technology facilitator is a leader in the school in defining, modeling, and upholding high standards of ethical practice and wise decision making that prioritize the needs of all students/teachers, especially those who have been marginalized or underserved.
Critical Attributes	**Acting with Care, Honesty, and Integrity**			
	The technology facilitator's actions are uncaring or dishonest.	*The technology facilitator acts honestly and with care and integrity.*	*The technology facilitator is known for and looked to as a model of care, honesty, and integrity.*	*The technology facilitator is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and teachers to seek opportunities to develop these qualities.*
	Ethical Decision Making			
	The technology facilitator makes unwise, rushed, or heated decisions or makes decisions that are self-serving.	*The technology facilitator seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical.*	*The technology facilitator makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.*	*The technology facilitator is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.*
	Deliberate Action			
	The technology facilitator fails to act on behalf of students/teachers when deliberate action is warranted.	*The technology facilitator addresses the needs of students/teachers through their actions but may do so inconsistently or with partial success.*	*The technology facilitator is an advocate for all students/teachers in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's values.*	*The technology facilitator serves as a model of advocacy for students/teachers and acts as a leader in the school, identifying and working to change policies and practices that do not align with district values or may cause harm to students.*

SOCIAL WORKER and COUNSELOR EVALUATION RUBRIC

DISTRICT 86
JOLIET
PUBLIC SCHOOLS

2022 Specialist Frameworks
Adapted for Joliet Public Schools District 86 from:
The Framework for Teaching | Charlotte Danielson, 2022 | www.danielsongroup.org

DOMAIN 1	Planning and Preparation
1a	Planning Coherent Programs and Services
1b	Applying Knowledge of Best Practices and Service Delivery
1c	Knowing and Valuing Students
1d	Using Resources Effectively
1e	Designing and Analyzing Assessments

DOMAIN 2	Professional Practice and Delivery of Service
2a	Cultivating Respectful and Affirming Environments to Support Student Needs
2b	Responding with Flexibility to Student Needs
2c	Communicating with Clarity and Purpose
2d	Engaging Stakeholders in the Delivery of Services
2e	Fostering a Culture of Support and Perseverance

DOMAIN 3	Productive Collaboration
3a	Collaborating with Others
3b	Serving as Resource to the School Community
3c	Providing Resources and Access
3d	Maintaining Professional Standards
3e	Using Data in Planning and Delivery of Service

DOMAIN 4	Principled Practice
4a	Engaging Families and Communities
4b	Recording Data and Documenting Progress
4c	Growing and Developing Professionally
4d	Engaging in Reflective Practice
4e	Acting in Service of Students

The Evaluation Frameworks for Specialists are designed to promote professional growth by building a shared understanding of the complex work of specialists in their work to provide and maintain a high level of service delivery, communication, and collaboration with students, families, and the entire school community. All Evaluation Frameworks for Specialists share the same structure above; but each specialist has specific language describing their complex practice.

The Evaluation Frameworks for Specialists can be used in multiple ways:

- A tool for **self-reflection** for specialists.
- A guide used by specialists and observers to **support collaborative conversations** based on criteria.
- The critical attributes support observers in providing **specific and actionable feedback** that encourage professional learning for specialists whose services are such an integral part of student success.
- To help **identify, collect, sort, and align accurate evidence of practice**.
- Ultimately, to **promote growth** for specialists and observers alike.

EVALUATION RUBRIC FOR SPECIALISTS

Domain 1: Planning and Preparation

In planning and preparation for their delivery of service, specialists focus on supporting the needs of the students, parents, and staff. Each group has unique content knowledge and expertise and possesses a deep knowledge of the needs and characteristics of the students they serve. They possess a deep understanding of resources that can be obtained and used to meet the needs of the students and school community. When planning, specialists consult the standards and rely on this knowledge base to guide them. Specialists select or design and implement assessments to document student progress, to inform future service delivery, and to guide further improvement.

Domain 2: Professional Practice and Delivery of Service

Specialists create a respectful, affirming, and supportive environment. They foster a sense of belonging and a culture where students are engaged and learn to interact respectfully. They build relationships with staff members, parents, and students creating a strong rapport. Specialists have an extensive repertoire of instructional or professional strategies. They identify appropriate, engaging strategies and realize that daily interactions and plans may require adjustment and they are responsive to change based on student and/or teacher need. In addition, they communicate clearly and accurately. As they deliver services, specialists select resources and materials aligned to meet the needs of students.

Domain 3: Productive Collaboration

The nature of specialists' role requires them to form partnerships and collaborate with families, staff, and the school community. They are skillful in establishing these relationships and understand that the interactions with others impact student learning. They understand that they are valued members of the school community, and that part of their responsibility is to assist in addressing school-wide issues. Specialists have a wide range of school-based resources that they share with staff and families. Specialists often identify resources and make them available to those who need them. In addition, they assist staff members in securing resources to meet the individual needs of students. There are times when a specialist needs to maintain confidentiality; such circumstances may be related to families, students, or staff.

Domain 4: Principled Practice

Specialists' contributions have a profound impact on the students they serve and on the entire school community. They are dedicated to ongoing learning and growth, which is characterized by reflecting on practice, recognizing successes, and identifying opportunities for improvement within the context of their work with students and the school community. "At its best and at its core, [practice] is an act of service and moral leadership rooted in an ethic of care and focused on the success of each and every student."

Adapted from Charlotte Danielson, Enhancing Professional Practice and 2022 Framework for Teaching, Danielson Group

SOCIAL WORKER & COUNSELOR - DOMAIN 1: PLANNING AND PREPARATION				
1a: Planning Coherent Programs and Services				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Service delivery is not aligned to state/ national standards and/or resources; activities are inappropriate in nature for the individual/group being served.	Service delivery is partially aligned to state/ national standards and/or the activities partially support the needs of the individuals/groups being served.	Service delivery is aligned to state/ national standards, and the activities are appropriate for those being served.	Service delivery is aligned to state/ national standards and the activities are appropriate for those being served and are shared with a variety of members of the community, as applicable.
Critical Attributes	**Develops and implements goals that are aligned with National Standards, and addresses academic, career, and social-emotional mindsets and behaviors for all students**			
	Service delivery does not address academic, career, and social-emotional areas that align with standards.	*Service delivery partially addresses academic, career, and social-emotional areas that align with standards.*	*Service delivery addresses academic, career, and social-emotional areas that align with standards.*	*Service delivery is holistic, systemic, balanced, proactive, integrated into the academic agenda, and reflective in addressing individual students, social decision-making, behavioral, mental health, and academic goals.*
	Develops data-informed goals that are aligned with the school			
	The school counselor/social worker does not use data to develop service delivery goals.	*The school counselor/social worker inconsistently uses data to service delivery goals.*	*The school counselor/social worker uses data to develop service delivery goals.*	*The school counselor/social worker continually uses multiple data sources to develop service delivery goals.*
	Designs goals with stakeholder input			
	The school counselor/social worker designs the service delivery goals without stakeholder collaboration.	*The school counselor/social worker designs the service delivery goals with minimal stakeholder collaboration.*	*The school counselor/social worker designs the service delivery goals by consistently engaging in collaborative planning with stakeholders.*	*The school counselor/social worker designs the service delivery goals by actively seeking input from multiple stakeholders to maximize the collaborative planning process.*

SOCIAL WORKER & COUNSELOR - DOMAIN 1: PLANNING AND PREPARATION				
1b: Applying Knowledge of Best Practices and Service Delivery				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Little or no knowledge of best practices and/ or models of service delivery are identified, and/ or they are inappropriate for the students/group being served or the setting in which it is implemented.	There is partial knowledge of best practices and/ or models of service delivery indicated in the plan that will meet the needs of most of those being served.	Solid knowledge of best practices and/ or models of service delivery are indicated in the plan and the selected practices are appropriate to those being served.	There is a deep knowledge of the practices/ models of service delivery indicated in the plan which are appropriate to those being served and extend into applications in the school community beyond the school.
Critical Attributes	**Uses mindsets & behaviors for student success to inform the implementation of a comprehensive school program**			
	The school counselor/social worker demonstrates no knowledge of national standards.	*The school counselor/social worker demonstrates some knowledge of national standards.*	*The school counselor/social worker demonstrates solid knowledge of national standards.*	*The school counselor/social worker demonstrates a deep knowledge of national standards.*
	Uses individual, small group, and classroom lessons to deliver a comprehensive program to all students			
	The school counselor/social worker does not incorporate standards to address student needs demonstrated in data.	*The school counselor/social worker incorporates some standards to address student needs demonstrated in data.*	*The school counselor/social worker selects standards to address student needs demonstrated in data*	*The school counselor/social worker consistently selects standards to address student needs demonstrated in data.*
	Applies legal and ethical principles of the profession			
	The counselor/social worker does not practice within the ethical principles of the profession in accordance with the ethical standards.	*The counselor/social worker inconsistently practices within the ethical principles of the profession in accordance with ethical standards.*	*The counselor/social worker practices within the ethical principles of the profession in accordance with ethical standards.*	*The counselor/social worker provides opportunities for other counselors and staff to engage in professional conversations to ensure shared understanding of ethical standards.*

SOCIAL WORKER & COUNSELOR - DOMAIN 1: PLANNING AND PREPARATION				
1c: Knowing and Valuing Students				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Little to no knowledge of the developmental, learning, social, and cultural needs of the students is demonstrated in the plan with no specific means of addressing the elements.	There is partial knowledge of the developmental, learning, social, and cultural needs of students demonstrated in the plan with each element partially being addressed.	There is a solid knowledge of the developmental, learning, social, and cultural needs of the students demonstrated in the plan to include at least one specified means of addressing each noted in the plan.	There is a deep knowledge of the developmental, learning, social, and cultural needs of the students with a variety of ways to address each noted in the plan.
Critical Attributes	**Cultural and social background**			
	The school counselor/social worker has no knowledge or understanding of students' cultural and social background.	*The school counselor/social worker has limited knowledge or understanding of students' students' cultural and social background.*	*The school counselor/social worker understands how students' cultural/social background may affect their development of academic skills, behavior, social/emotional skills, and relationships with peers and adults, and overall school performance.*	*The school counselor/social worker collaborates with students, staff, and stakeholders surrounding cultural and social areas to provide a safe, supportive learning environment for all students.*
	Understands child development			
	The school counselor/social worker lacks an awareness of or pays little attention to students' race, culture, or identity.	*The school counselor/social worker applies knowledge of students' race, culture, and identities and in planning and preparation with limited success.*	*The school counselor/social worker successfully incorporates knowledge of students' race, culture, and identities into planning and preparation.*	*The school counselor/social worker recognizes and appreciates students' race, culture, and unique identities; cultural responsiveness in present in planning and preparation.*
	Student identity			
	The school counselor/social worker lacks an awareness of or pays little attention to students' race, culture, or identity.	*The school counselor/social worker applies knowledge of students' race, culture, and identities and in planning and preparation with limited success.*	*The school counselor/social worker successfully incorporates knowledge of students' race, culture, and identities into planning and preparation.*	*The school counselor/social worker recognizes and appreciates students' race, culture, and unique identities; cultural responsiveness is present in planning and preparation.*

	Demonstrates knowledge of diversity and equity and applies that knowledge in planning			
	The school counselor/social worker demonstrates little to no knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity in planning.	*The school counselor/social worker demonstrates limited knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity in planning.*	*The school counselor/social worker applies knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity.*	*The school counselor/social worker applies extensive knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity.*

SOCIAL WORKER & COUNSELOR - DOMAIN 1: PLANNING AND PREPARATION				
1d: Using Resources Effectively				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Little to no knowledge of how to select and/or access resources to support the program and understanding of the program are demonstrated.	There is partial knowledge of how to select and/or access the resources and an emerging understanding of how the resources support the needs of the program.	There is a solid knowledge of the resources available and how to access them and they are used to extend knowledge of the program at the building level.	There is a deep knowledge of the resources available and an understanding of how to access them within the school community and beyond and they are used to extend the knowledge of the program beyond the school setting.
Critical Attributes	**Materials and resources are suitable for the students' support**			
	The school counselor/social worker has no knowledge of available resources outside the school.	*The school counselor/social worker has limited knowledge of available resources outside the school and/or inconsistently shares them with students and families.*	*The school counselor/social worker knows how to locate and use resources outside the school and effectively shares them with students and families.*	*The school counselor/social worker proactively and routinely seeks resources outside the school and makes extensive effort to share with students, families, and other stakeholders.*
	Strives to select activities and tasks that support meaningful student improvement			
	The school counselor/social worker does not take advantage of opportunities to provide in-school supports to students.	*The school counselor/social worker only uses outside resources that reach out to them to provide in-school supports to students.*	*The school counselor/social worker collaborates with outside resources to provide in-school supports to students.*	*The school counselor/social worker reviews data and collaborates with staff, students, and families to identify the needs of the diverse population and uses outside resources to provide in-school supports to students.*

SOCIAL WORKER & COUNSELOR - DOMAIN 1: PLANNING AND PREPARATION				
1e: Designing and Analyzing Assessments				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Assessment tools are inappropriate and/or not used in planning.	The assessment tools are appropriate, and they are partially used in planning.	The assessment tools are appropriate and clearly used in planning and the results are shared with staff, when appropriate.	There are multiple assessment tools that are appropriate, and they are used in planning and are shared with a variety of groups beyond the school where appropriate.
Critical Attributes	**Familiar with a broad array of assessment data related to the students served**			
	The school counselor/social worker does not use assessment data to plan future program priorities.	*The school counselor/social worker minimally uses assessment data to plan future program priorities.*	*The school counselor/social worker incorporates assessment data to plan effective future program priorities.*	*The school counselor/social worker continually incorporates a broad array of assessment data to plan for effective program priorities, monitor progress and make adjustments as needed.*
	Uses process, perception, and outcome data to develop or select assessments for curriculum, small group, and closing the gap action plans			
	The school counselor/social worker does not use process, perception, and outcome data when designing implementing action plans and implementing action plans.	*The school counselor/social worker inconsistently uses process, perception, and outcome data when designing and implementing action plans.*	*The school counselor/social worker effectively uses process, perception, and outcome data when designing and implementing action plans.*	*The school counselor/social worker collaborates with stakeholders, including students, to effectively use process, perception, and outcome data when designing and implementing action plans.*

SOCIAL WORKER & COUNSELOR - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2a: Cultivating Respectful and Affirming Environments to Support Student Needs				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	Interaction with at least some staff and students is negative, demeaning, sarcastic, or inappropriate. Students/ stakeholders exhibit disrespect for the school counselor/ social worker; the school counselor/social worker allows or encourages interactions between others that mirror the above.	Interactions are generally appropriate but may indicate a disregard for the needs of the stakeholders and/or their culture. Students/stakeholders exhibit only minimal respect for the school counselor/social worker. The students/stakeholders in the setting do not demonstrate disrespect for each other.	The interactions are friendly and demonstrate general caring and respect. Interactions are appropriate to the age and culture of the students/stakeholders, and they exhibit respect for the school counselor/ social worker. Interactions in settings between students/stakeholders are generally polite and respectful.	Interactions with students/ stakeholders reflect genuine respect and caring for individuals as well as the group. Students/ stakeholders appear to trust the school counselor/social worker with sensitive information. Students/ stakeholders in the setting reflect the same characteristics when interacting with others.
Critical Attributes	**Maintains and communicates high expectations for every student regardless of culture, social, or economic background**			
	The school counselor/social worker is insensitive to students' cultural backgrounds and developmental levels.	*The school counselor/social worker makes an inconsistent effort to be sensitive to students' cultural backgrounds and developmental levels.*	*The school counselor/social worker is sensitive to all students' cultural backgrounds and developmental levels and fosters this sensitivity with students and staff.*	*The school counselor/social worker is highly sensitive to all students' cultural backgrounds and developmental levels and supports student initiation of events recognizing and including diverse populations.*
	Interactions with all students reflect genuine respect and caring			
	The school counselor/social worker speaks disrespectfully to students, parents, staff, and colleagues.	*Quality of interactions between school counselor/ social worker and students, parents and staff are uneven, with occasional disrespect and insensitivity.*	*Interactions between school counselor/social worker and students, parents and staff are consistently respectful and caring.*	*The school counselor/social worker consistently demonstrates knowledge of, compassion for, and responsiveness to all students and stakeholders.*
	Provides support for students during time of transition, heightened stress, critical change, or other situations impeding student success			
	The school counselor/social worker fails to convey an atmosphere of respect, support, and encouragement.	*The school counselor/social worker attempts to create an atmosphere of respect with uneven results. Students may hesitate to participate.*	*The school counselor/social worker consistently creates an atmosphere of support and rapport in all settings.*	*The school counselor/social worker models exemplary respect for students, parents, staff, and community stakeholders, treating them with dignity in all situations.*

	Effectively communicates their role with all students and fosters an environment of support and advocacy for all students			
	The school counselor/social worker does not communicate their role and does not advocate for equity and access for all students.	*The school counselor/social worker attempts to communicate their role and inconsistently advocates for equity and access for all students.*	*The school counselor/social worker effectively communicates their role and advocates for equity and access for all students.*	*The school counselor/social worker works diligently to ensure students and stakeholders understand their role; in addition, the school counselor/social worker advocates for equity and access for all students both inside the school setting and beyond.*

SOCIAL WORKER & COUNSELOR - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2b: Responding with Flexibility to Student Needs				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school counselor/social worker rigidly adheres to their plan, even when change is clearly needed. The school counselor/ social worker brushes aside the concerns or questions of the students/ stakeholders. When the program is not successful the school counselor/social worker blames the students/ stakeholders or the environment.	The school counselor/social worker attempts to adjust the program when needed with partial success. The school counselor/social worker attempts to accommodate the concerns and questions of the students/ stakeholders with partial success. The school counselor/social worker accepts responsibility for the program but has a limited repertoire of strategies.	The school counselor/social worker makes minor adjustments to the program which enhances the success. The school counselor/social worker successfully accommodates questions for the students/ stakeholders. The school counselor/social worker accepts responsibility for the program and works to include students/ stakeholders who are resistant. The school counselor/social worker has a broad repertoire of strategies.	The school counselor/social worker makes major adjustments to the program when needed to guarantee the effectiveness of the program. The school counselor/social worker seizes the opportunity to enhance the program through work with others. The school counselor/social worker persists in seeking effective approaches for students/ stakeholders, has a broad repertoire of strategies, and solicits additional resources for the program.
Critical Attributes	**Demonstrates appropriate response and intervention strategies to meet the needs of the individual, group, or school community**			
	The school counselor/social worker does not demonstrate flexibility when addressing student needs.	*The school counselor/social worker demonstrates some flexibility when addressing student needs.*	*The school counselor/social worker recognizes change in students' needs and demonstrates flexibility to meet the current identified needs.*	*The school counselor/social worker makes major adjustments to the program when needed to guarantee the effectiveness of the program; seizes the opportunity to enhance the program through work with others; persists in seeking effective approaches for students/ stakeholders, has a broad repertoire of strategies, and solicits additional resources for the program.*

	Assesses student needs and develops strategies to establish and achieve academic and social/emotional goals			
	The school counselor/social worker does not adjust priorities with students or school goals in mind.	*The school counselor/social worker attempts to adjust priorities with students or school goals in mind.*	*The school counselor/social worker routinely adjusts priorities to meet the needs of the students.*	*The school counselor/social worker anticipates adjustments to services and demonstrates flexibility based on deep knowledge of students and current social and environment events and conditions; uses various data sources, input from stakeholders to anticipate the needs of students, and adjusts priorities accordingly.*
	Anticipates and adjusts priorities makes modifications to services based on the needs of students			
	The school counselor/social worker is unable to effectively respond and make adjustments to meet the needs of students and stakeholders, including intervening in crises.	*The school counselor/social worker inconsistently responds and sometimes makes adjustments to meet the needs of students and stakeholders, including intervening in crises.*	*The school counselor/social worker utilizes strategies and additional resources to effectively respond and makes adjustments to meet the needs of students and stakeholders, including intervening in crises.*	*The school counselor/social worker utilizes a wide variety of strategies and seeks out additional resources to effectively respond and makes adjustments to meet the needs of students and stakeholders, including intervening in crises.*

SOCIAL WORKER & COUNSELOR - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2c: Communicating with Clarity and Purpose				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The purpose of the communication is unclear or confusing to the students/ stakeholders.	The purpose of the communication is vague with clarifications after initial response from students/ stakeholders. The explanation is uneven and may be difficult to follow.	The purpose of the communication is clear to all; the content is appropriate and connects with students'/ stakeholders' knowledge and experience.	The purpose of the communication is clear to all; the content is differentiated if appropriate; there is follow up to ensure the communication was understood as intended.

Critical Attributes				
	Communication with stakeholders is relevant, specific, concise, clear, and comprehensive			
	The school counselor/social worker rarely shares information with stakeholders and/or the information may or may not be accurate.	*The school counselor/social worker periodically shares information with stakeholders.*	*The school counselor/social worker consistently communicates appropriate and accurate information with stakeholders.*	*The school counselor/social worker communicates and collaborates with stakeholders in a consistent, accurate, and effective manner.*
	Demonstrates respect for differences in customs, communications, traditions, values, and other traits of the student population			
	The school counselor/social worker does not seek feedback/input from stakeholders; communication does not consider student's cultures and identities.	*The school counselor/social worker seeks feedback/input from stakeholders but does not utilize the input; communication attempts to consider student's cultures and identities.*	*The school counselor/social worker regularly seeks feedback/input from stakeholders and acts on such input, communication respects student's culture and identity.*	*The school counselor/social worker extensively gathers feedback/input from stakeholders to make program improvements; communication fully respects the student's culture and identity.*
	Communication with stakeholders is accurate			
	The school counselor/social worker's communication is not accurate.	*The school counselor/social worker's communication contains some inaccuracies.*	*The school counselor/social l communications are accurate.*	*The school counselor/social communications are differentiated to meet the needs of stakeholders.*

SOCIAL WORKER & COUNSELOR - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2d: Engaging Stakeholders in the Delivery of Service				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The setting is not safe and/ or some students/stakeholders do not have appropriate access to services; considerable time is lost in delivery of services due to the managing of procedures by the school counselor/ social worker routines are ineffective resulting in significant loss of time; behavioral expectations are not clearly established and result in loss of time; national standards/models of service delivery are not the focus of the school counselor/ social worker.	The setting is safe, and at least essential services are accessible to most students/stakeholders; some time is lost in the delivery of services due to the managing of procedures by the school counselor/ social worker; routines function moderately well with some loss of time; behavioral expectations may be established but are not consistent. National standards/ models of service delivery are present and beginning to be implemented.	The setting is safe, and the services are equally accessible to all students/ stakeholders; effective systems for the delivery of services result in little loss of instructional time; routines occur smoothly with little loss of time; behavioral expectations are established and generally consistent; national standards/ models of service delivery are present and support the success of the program.	The school counselor/ social worker advocates for accessibility of services for all students/ stakeholders; systems for performing delivery of services are well established and optimize the time for services; routines are seamless and optimize the time for delivery of services. Behavioral expectations are well established and consistent; national standards/models of service delivery are well established and reflect the high involvement of the school counselor/ social worker within the school and district.

Critical Attributes				
	Assures that all students have access to services and the workspace is safe, organized, and conducive to the delivery of services			
	The school counselor/social worker does not maintain and organize an orderly atmosphere within the therapy setting to create a safe physical, emotional and intellectual environment for students.	*The school counselor/social worker is inconsistent in maintaining and organizing an orderly atmosphere within the therapy setting to create a safe physical, emotional and intellectual environment for students.*	*The school counselor/social worker consistently maintains and organizes an orderly atmosphere within the therapy setting to create a safe physical, emotional and intellectual environment for students.*	*The school counselor/social worker consistently maintains and organizes an orderly atmosphere within the therapy setting to create a safe physical, emotional and intellectual environment and creates routines that allow students to participate in this process.*
	Ensures confidentiality			
	There is no consideration of privacy; there is no evidence of systems in place to minimize distractions/ interruptions.	*The workspace inconsistently provides privacy to maintain confidentiality; there is limited evidence of systems in place to minimize distractions/ interruptions.*	*The workspace provides privacy to maintain confidentiality; the school counselor/social worker has a consistent system in place to minimize distractions and interruptions during assessment, counseling, etc.*	*The workspace provides privacy to maintain confidentiality; the school counselor/social worker takes preventative measures to minimize distractions and interruptions during assessment, counseling, etc.*
	Utilizes systems that maximize time and minimize disruptions			
	The school counselor/social worker has poor time management skills.	*The school counselor/social worker attempts to use time effectively but does so inconsistently.*	*The school counselor/social worker has a consistent system in place to maximize use of their time.*	*The school counselor/social worker has systems in place to maximize use of their time AND minimize loss of instruction/support.*

SOCIAL WORKER & COUNSELOR - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE

2e: Fostering a Culture of Support and Perseverance

RUBRIC	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Staff members convey the sense that the work of the school counselor/social worker is mandated, and the school counselor/social worker's role does not include collaboration with teachers.	Staff members do not resist offerings of support from the school counselor/social worker.	The school counselor/social worker promotes professional inquiry and which staff members seek assistance.	The school counselor/social worker has established a culture of professional inquiry in which staff members initiate the support of the counselor/social worker.

Critical Attributes				
	Building a culture of support and shared ownership			
	The school counselor/social worker fails to engage staff members in conversations about supporting students.	*The school counselor/social worker inconsistently engages staff members in conversations about supporting students.* .	*The school counselor/social worker initiates meetings with staff members to provide professional learning opportunities to support students.*	*The school counselor/social worker engages staff members in conversations about meeting the needs of students.*
	Fostering accessibility			
	Staff members are reluctant to request assistance from the school counselor/social worker, fearing that such a request will be treated as a sign of deficiency.	*Relationships with the school counselor/social worker are cordial; staff members don't resist invitations initiated by the school counselor/social worker.*	*Relationships with the school counselor/social worker are highly respectful and trusting, with many contacts initiated by staff members.*	*The school counselor/social worker contributes to the development of the social architecture of a collaborative culture that includes norms for individual, team, and school wide interactions; high expectations; collective responsibility; mutual respect.*

SOCIAL WORKER & COUNSELOR - DOMAIN 3: PRODUCTIVE COLLABORATION

3a: Collaborating with Others

RUBRIC	Unsatisfactory	Needs Improvement	Proficient	Excellent
	The school counselor/social worker declines or resists collaboration with others in the design of the program to meet the needs of the school.	The school counselor/social worker collaborates with others in the design of the program but is only partially successful in meeting the needs of the school.	The school counselor/social worker collaborates with others in the design of the plan and meeting the needs of the school.	The school counselor/social worker collaborates with others in the design of the plan and seeks input from all levels to assure the needs of the school/district are being met.
	Collaborates with teachers, administrators, families, specialists, and community stakeholders to meet the needs of students			
	The school counselor/social worker's interaction with colleagues is characterized by negativity or combativeness.	*The school counselor/social worker minimally engages in collaborative and professional interactions with colleagues to meet student needs.*	*The school counselor/social worker has supportive, collaborative, and professional interactions with colleagues to meet student needs.*	*The school counselor/social worker initiates and models supportive, collaborative, and professional interactions with colleagues to meet student needs.*

	Collaborates with teachers, administrators, families, specialists, and community stakeholders to meet the needs of the school			
	The school counselor/social worker purposely avoids collaboration with stakeholders to support student and school needs.	*The school counselor/social worker inconsistently shares information with stakeholders to support student and school needs.*	*The school counselor/social worker regularly gathers and shares information with stakeholders to support student and school needs.*	*The school counselor/social worker consistently gathers and shares information with a variety of stakeholders within the school and the community to support student and school needs.*

SOCIAL WORKER & COUNSELOR - DOMAIN 3: PRODUCTIVE COLLABORATION

3b: Serving as a Resource to School Community

RUBRIC	Unsatisfactory	Needs Improvement	Proficient	Excellent
	The school counselor/social worker declines or resists serving as a consultant to the school community.	The school counselor/social worker serves as a consultant to the school community, but the services may be inconsistent.	The school counselor/social worker serves as a consultant to the school community and shares expertise with others frequently.	The school counselor/social worker serves as a consultant to the school community and seeks ways to share expertise within the school setting and beyond.
Critical Attributes	**Seeks opportunities to provide expertise in appropriate venues and formats**			
	The school counselor/social worker is unwilling to identify or suggest resources to meet the needs of students.	*The school counselor/social worker has limited suggestions of resources to meet the needs of students.*	*The school counselor/social worker shares knowledge of resources with colleagues that are available to students through the school, through the community, on the Internet, etc.*	*The school counselor/social worker proactively and routinely shares resources with colleagues that are available to students through the school, through the community, on the Internet, etc. and makes extensive efforts to share with colleagues, parents, and community stakeholders.*
	Shares information about services with colleagues in the school and/or district			
	The school counselor/social worker does not attempt to collaborate with teachers, administrators, community agencies, and other education stakeholders.	*The school counselor/social worker creates limited partnerships with teachers, administrators, community agencies, and other education stakeholders.*	*The school counselor/social worker collaborates with teachers, administrators, community agencies, and other education stakeholders to promote educational equity, student achievement, and success.*	*The school counselor/social worker makes extensive use of partnerships with school, district, community agencies, and external resources to promote educational equity, student achievement, and success.*

	Provides information about services in multiple formats			
	The school counselor/social worker does not seek resources or relies on outdated resources to extend their personal knowledge and skills.	*The school counselor/social worker rarely seeks resources to extend their personal knowledge and skills.*	*The school counselor/social worker utilizes various resources to extend their own personal skills and knowledge to assist students and staff.*	*The school counselor/social worker utilizes various resources to extend their own personal skills and knowledge to assist students and staff and shares that knowledge with stakeholders.*

SOCIAL WORKER & COUNSELOR - DOMAIN 3: PRODUCTIVE COLLABORATION				
3c: Providing Resources and Access				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school counselor/social worker fails to locate and provide the resources to support the needs to the students/ stakeholders or must be directed to do so; the school counselor/social worker is not accessible to students/ stakeholders.	The school counselor/social worker locates resources to support the program, but they may be limited to only giving them to the student/ stakeholder when requested to do so; the school counselor/social worker is accessible to the students/ stakeholder upon request.	The school counselor/social worker locates resources to support the program that supports the needs of the school; the school counselor/social worker is accessible and shares their expertise with the staff to support the accurate use of the resources.	The school counselor/social worker locates resources to support the program and the needs of the school; the school counselor/social worker is accessible and shares their expertise with the staff to support the accurate use of the resources; the school counselor/social worker seeks and provides resources beyond the school setting to enhance services.
Critical Attributes	**Shares information about external resources and/or services with colleagues in the school and/or district**			
	The school counselor/social worker does not seek resources outside the district.	*The school counselor/social worker sometimes seeks resources outside the district.*	*The school counselor/social worker knows how to gain access to resources outside the district and effectively shares those with students, staff, and other stakeholders.*	*The school counselor/social worker proactively and routinely seeks resources outside the district and makes an extensive effort to share with students, staff, and other stakeholders.*
	Welcomes inquiries about his or her services and available resources			
	The school counselor/social worker is unwilling to suggest or identify resources to meet the needs of the student population.	*The school counselor/social worker has limited suggestions for resources to meet the needs of the student population.*	*The school counselor/social worker accesses evidence-based resources to address the needs of a diverse student population.*	*The school counselor/social worker works collaboratively with outside agencies to access evidence-based resources to address the needs of a diverse student population.*
	Helps colleagues, students, and families access services and/or resources, as appropriate			
	The school counselor/social worker is not available as a resource to support the needs of the students on their caseload and school staff.	*The school counselor/social worker is not consistently available as a resource to support the needs of the students on their caseload or for school staff when needed.*	*The school counselor/social worker is consistently available as a resource to support the needs of the students on their caseload and school staff.*	*The school counselor/social worker proactively supports the needs of the students on their caseload and school staff, and actively works to connect them with outside resources.*

SOCIAL WORKER & COUNSELOR - DOMAIN 3: PRODUCTIVE COLLABORATION				
3d: Maintaining Professional Standards				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The school counselor/social worker resists application of professional standards and may select inappropriate means of delivering the program and/or does not follow established procedures and guidelines.	The school counselor/social worker attempts to apply standards but may do so inconsistently; the school counselor/social worker does follow the established procedures and guidelines.	The school counselor/social worker applies the standards consistently in the school setting; the school counselor/ social worker follows all established procedures and guidelines; school counselor/social worker shares findings, as appropriate.	The school counselor/social worker applies the standards consistently in the school setting; the school counselor/social worker follows all established procedures and guidelines; the school counselor/social worker draws from a broad repertoire of strategies and shares expertise and findings with others, as appropriate.
Critical Attributes	**Implements a comprehensive program in alignment professional standards, ethical standards, and school expectations**			
	The school counselor/social worker does not adhere to procedures, guidelines, ethical and professional standards, and/or legal regulations.	*The school counselor/social worker is aware of procedures, guidelines, ethical and professional standards, and legal regulations, but focuses primarily on adhering to legal regulations.*	*The school counselor/social worker is knowledgeable about and adheres to procedures, guidelines, ethical and professional standards, and legal regulations.*	*The school counselor/social worker is knowledgeable about and adheres to procedures, guidelines, ethical and professional standards, and legal regulations and assists stakeholders in understanding procedures, guidelines, ethical and professional standards, and/or legal regulations.*
	Follows professional standards/protocols for student/stakeholder confidentiality			
	The school counselor/social worker regularly breaches confidentiality.	*The school counselor/social worker does not consistently adhere to laws/ regulations regarding confidentiality of student information.*	*The school counselor/social worker adheres to laws/regulations regarding the confidentiality of student information.*	*The school counselor/social worker mentors other school counselor/social worker on procedures, guidelines, ethical and professional standards, and/or legal regulations.*

SOCIAL WORKER & COUNSELOR - DOMAIN 3: PRODUCTIVE COLLABORATION				
3e: Using Data in Planning and Delivery of Service				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The school counselor/social worker fails to seek and use data to inform the planning and delivery of services to the school and/or the data is in disarray.	The school counselor/social worker seeks and uses data to inform some aspects of planning and delivery of services, but implementation is inconsistent.	The school counselor/social worker seeks and uses data to inform planning and delivery of services; and shares the data with others as appropriate to enhance the services provided to students and stakeholders.	The school counselor/social worker seeks and uses data to inform planning and delivery of services; shares the data with others as appropriate to enhance the services provided to students and stakeholders; and uses the data to inform those at the LEA level of progress.

Critical Attributes				
	Provides accurate, constructive, substantive, specific, and timely feedback to students analyzes individual and school data to assess student progress			
	The school counselor/social worker does not use school data to guide the SEL program.	*The school counselor/social worker sometimes uses school data to guide their comprehensive SEL program.*	*The school counselor/social worker uses attendance, discipline, and academic data to guide the SEL program.*	*The school counselor/social worker collaborates with other stakeholders to review school data and improves the comprehensive SEL program.*
	Uses process, perception, and outcome data to drive the creation of core curriculum, small group, and closing-the-gap action plans			
	The school counselor/social worker does not analyze student data.	*The school counselor/social worker inconsistently analyzes student data.*	*The school counselor/social worker analyzes student data to develop an action plan.*	*The school counselor/social worker reviews and analyzes their data with others and implements an action plan*
	Shares data with colleagues, if permitted and appropriate			
	The school counselor/social worker does not share data with stakeholders or shares irrelevant or incomprehensible data.	*The school counselor/social worker inconsistently shares data with stakeholders.*	*The school counselor/social worker consistently shares data with stakeholders to support planning and service delivery.*	*The school counselor/social worker shares/inputs data with the school and district to support planning and service delivery.*

SOCIAL WORKER & COUNSELOR - DOMAIN 4: PRINCIPLED PRACTICE

4a: Engaging Families and Communities

RUBRIC	Unsatisfactory	Needs Improvement	Proficient	Excellent
	The school counselor/social worker provides little or no information about service delivery to families or clients; the communication with others may be inappropriate and insensitive and is not provided in a timely manner.	The school counselor/social worker participates in required activities related to communication but offers limited information. Responses to families are minimal; the school counselor/social worker makes modest and partially successful attempts to engage families and others in service delivery. Information is provided in a timely manner.	The school counselor/social worker provides frequent information to families and clients about the service delivery model; communication about progress and other related information is on a regular basis and addresses the concerns of the families; the school counselor/social worker is successful in engaging others within the school in the service delivery. Information is provided in a timely manner.	The school counselor/social worker provides frequent information about the service delivery model and seeks additional input on how to improve the model; communication about progress and other related information is frequent and addresses the concerns of the families; the school counselor/social worker is successful in engaging the service delivery both inside the school setting and beyond; information is provided in a timely manner and is thorough.

Critical Attributes				
	Provides information about student progress to parents/guardians			
	The school counselor/social worker *does not comply with school/district procedures for communication with families.*	*The* school counselor/social worker *complies with some school/district procedures for communicating with families, but efforts are inconsistent.*	*The* school counselor/social worker *complies with all school/district procedures for communicating with families and successfully engages them at the appropriate time.*	*The* school counselor/social worker *complies with all school/district procedures and initiates additional interactions, encouraging collaboration with all stakeholders.*
	Adheres to the rules regarding confidentiality, legal, and ethical principles of working with students			
	The school counselor/social worker *has no knowledge of what information is confidential, and inappropriately shares information.*	*The* school counselor/social worker *has limited knowledge of what information is confidential; timing, content, and audience for sharing information is inconsistent.*	*The* school counselor/social worker *is aware of what information is confidential; timing, content, and audience for sharing information is always appropriate.*	*The school counselor/social worker assists the LEA for the appropriate dissemination of records and educates all stakeholders about confidentiality policies.*
	Provides frequent information in a format(s) accessible to all parents/guardians; communication is two-way and ongoing, and involves the student when appropriate			
	The school counselor/social worker *provides limited or inaccurate information about the counseling program to parents and other stakeholders.*	*The* school counselor/social worker *infrequently provides information about the counseling program to stakeholders; parents are inconsistently informed.*	*The* school counselor/social worker *regularly makes information about the program available and uses more than one means to disseminate information to parents and stakeholders.*	*The* school counselor/social worker *uses innovative methods in finding multiple means to provide information to all stakeholders.*
	Provides information using understandable language and terms and in a culturally competent manner			
	The school counselor/social worker *does not consider culturally competent communication.*	*The* school counselor/social worker *inconsistently seeks input from stakeholders regarding the most effective, culturally competent means of communication.*	*The* school counselor/social worker *seeks input from all stakeholders regarding the most effective, culturally competent means of communication.*	*The* school counselor/social worker *is a leader in facilitating a communication network of diverse community agencies and seeks input from stakeholders from the most effective, culturally competent means of communication.*

SOCIAL WORKER & COUNSELOR - DOMAIN 4: PRINCIPLED PRACTICE				
4b: Recording Data and Documenting Progress				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The record keeping system is limited to entries of completion only and in disarray. There is no apparent system for maintaining information related to students/ stakeholders/ program or it is in disarray. The school counselor/social worker records are in such disarray that it results in error and/or confusion.	The record keeping system is only partially effective. The information related to students/ stakeholders/ program is partially present. The records are accurate but require frequent monitoring by the school counselor/social worker to avoid errors or confusion.	The record keeping system is complete and effective. The information on progress of students/ stakeholders/ program is complete and used to effectively report progress. The information is effectively used to improve the program or services.	The record keeping system is complete and effective, and the school counselor /social worker seeks input from others to ensure information is accurate. The information is complete and effectively used to report progress. The input from others is used to improve services.
Critical Attributes	**Records and maintains student data in appropriate data systems**			
	The school counselor/social worker has no system for recordkeeping; records are in disarray and provide incorrect or confusing information.	*The school counselor/social worker has a process for recording information; however, it is out of date, incomplete, or inaccurate*	*The school counselor/social worker's process for recordkeeping is efficient and effective.*	*The school counselor/social worker collaborates with colleagues regarding best practice for recordkeeping and shares systems and processes.*
	Shares data appropriately with colleagues			
	The school counselor/social worker does not maintain and submit records/ reports in a timely manner when requested.	*The school counselor/social worker inconsistently maintains and submits records/reports.*	*The school counselor/social worker consistently maintains and submits records/ reports in a timely manner.*	*The school counselor/social worker consistently makes records/ reports available to stakeholders to support self- advocacy and future planning.*
	Uses appropriate data to inform the comprehensive program			
	The school counselor/social worker does not know how to use data to inform a comprehensive program	*The school counselor/social worker has limited knowledge of how to use data to inform a comprehensive program.*	*The school counselor/social worker has a clear understanding of how to use data to inform a comprehensive program.*	*The school counselor/social worker engages and educates appropriate stakeholders on how to use data to inform a comprehensive program.*

SOCIAL WORKER & COUNSELOR - DOMAIN 4: PRINCIPLED PRACTICE				
4c: Growing and Developing Professionally				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The school counselor/social worker does not demonstrate how he/she takes part in professional development and uses the knowledge to improve practice. The school counselor/social worker does not take an active part in the professional learning community both within the school setting or beyond.	The s school counselor/social worker demonstrates how he/she has taken part in professional development that is required and makes some connections to how the knowledge was used to improve practice. The school counselor/social worker takes part in the professional learning community only to the extent to which it is required.	The school counselor/social worker demonstrates how he/she has actively sought professional development related to the program and used it to improve practice. The school counselor/social worker takes an active role in the professional learning community within the school setting.	The school counselor/social worker demonstrates how they takes an active part in professional development through a leadership role and how they help others to use the knowledge to better practice. The school counselor/social worker leads the professional learning community within the school setting and contributes to the professional learning at the school and district level.
Critical Attributes	**Seeks opportunities to enhance knowledge and/or skills; participates in opportunities related to education research and best practices to stay current in the field**			
	The school counselor/social worker does not participate in school counseling-related professional development.	*The school counselor/social worker participates in SEL related professional development when required.*	*The school counselor/social worker seeks SEL opportunities for continued professional development.*	*The school counselor/social worker regularly seeks SEL opportunities for continued professional development including initiating research and leading.*
	Encourages feedback from colleagues and supervisors			
	The school counselor/social worker purposefully resists feedback from school community.	*The school counselor/social worker reluctantly accepts feedback from school leaders.*	*The school counselor/social worker is an active member of school/district/state professional committees/organizations.*	*The school counselor/social worker holds a leadership role within the school and district.*
	Participates in committees, as appropriate			
	The school counselor/social worker is not a member of school or district committees/ organizations.	*The school counselor/social worker is a member of school or district committees/ organizations.*	*The school counselor/social worker actively participates in school or district committees/ organizations.*	*The school counselor/social worker take a leadership role in school or district committees/ organizations and uses personal reflection, peer feedback, and observations to promote professional development and growth.*

SOCIAL WORKER & COUNSELOR - DOMAIN 4: PRINCIPLED PRACTICE				
4d: Engaging in Reflective Practice				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school counselor/social worker does not know whether services were effective, or the goals were achieved using data. The school counselor/social worker has no suggestions for how services could be improved or how the goals could have been met.	The school counselor/social worker has a generally accurate impression of the effectiveness of services and the extent to which goals were met using data; they can make general suggestions about how to improve services.	The school counselor/social worker makes an accurate assessment of the effectiveness of services and the extent to which goals were met using data; they can make a few specific suggestions of what could be tried to improve services and meet the goals for the next cycle.	The school counselor/social worker makes a thorough and accurate assessment of the effectiveness of services and the extent to which they met goals with data; they draw upon an extensive repertoire of skills and offer specific alternate actions on how to improve services and meet the goals.
Critical Attributes	**Assesses their own performance using professional standards and competencies; accurately assesses their effectiveness using the components of the framework for specialists**			
	The school counselor/social worker is unaware of professional standards & competencies and does not conduct any self-reflection or self-assessments.	*The school counselor/social worker inconsistently conducts self-reflection and self-assessments using professional standards & competencies.*	*The school counselor/social worker uses professional standards & competencies to consistently conduct self-reflection and self-assessments.*	*The school counselor/social worker uses professional standards & competencies to consistently conduct and analyze self- reflection and self-assessments for professional growth.*
	Uses personal reflection, consultation, and supervision to promote professional growth and development and sets goals to improve professional practice and document progress toward these			
	The school counselor/social worker does not use the results of self-reflection and self-assessment to develop professional goals.	*The school counselor/social worker inconsistently uses the results self-reflection and self-assessment to develop professional goals.*	*The school counselor/social worker uses the results of self-reflection and self-assessment to develop professional goals.*	*The school counselor/social worker uses the results of self-reflection and self-assessment to develop professional goals in collaboration with others.*
	Conducts and analyzes self-appraisal and assessments related to counseling skills			
	The school counselor/social worker does not conduct program assessments.	*The school counselor/social worker inconsistently conducts program assessments.*	*The school counselor/social worker conducts and analyzes the program's assessment data.*	*The school counselor/social worker, along with stakeholders, uses the program's assessment data to inform the creation of program goals and action plans.*

SOCIAL WORKER & COUNSELOR - DOMAIN 4: PRINCIPLED PRACTICE				
4e: Acting in Service of Students				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The school counselor/social worker acts unethically and does not understand the needs of students or make decisions in their best interest.	The school counselor/social worker acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The school counselor/social worker models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.	The school counselor/social worker is a leader in the school in defining, modeling, and upholding high standards of ethical practice and wise decision-making that prioritize the needs of all students, especially those who have been marginalized or underserved.
Critical Attributes	**Acting with Care, Honesty, and Integrity**			
	The school counselor/social worker's actions are uncaring or dishonest.	*The school counselor/social worker acts honestly and with care and integrity.*	*The school counselor/social worker is known for and looked to as a model of care, honesty, and integrity.*	*The school counselor/social worker is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and others to seek opportunities to develop these qualities.*
	Ethical Decision Making			
	The school counselor/social worker makes unwise, rushed, or heated decisions or makes decisions that are self-serving.	*The school counselor/social worker seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical*	*The school counselor/social worker makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.*	*The school counselor/social worker is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.*
	Deliberate Action			
	The school counselor/social worker fails to act on behalf of students when deliberate action is warranted.	*The school counselor/social worker addresses the needs of students through their actions but may do so inconsistently or with partial success.*	*The school counselor/social worker is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's values, even when it may not be popular.*	*The school counselor/social worker serves as a model of advocacy for students and acts as a leader in the school, identifying and working to change policies and practices that do not align with school values or may cause harm to students.*

SCHOOL PSYCHOLOGIST EVALUATION RUBRIC

DISTRICT 86
JOLIET
PUBLIC SCHOOLS

2022 Specialist Frameworks
Adapted for Joliet Public Schools District 86 from:
The Framework for Teaching | Charlotte Danielson, 2022 | www.danielsongroup.org

DOMAIN 1	
Planning and Preparation	
1a	Planning Coherent Programs and Services
1b	Applying Knowledge of Best Practices and Service Delivery
1c	Knowing and Valuing Students
1d	Using Resources Effectively
1e	Designing and Analyzing Assessments

DOMAIN 2	
Professional Practice and Delivery of Service	
2a	Cultivating Respectful and Affirming Environments to Support Student Needs
2b	Responding with Flexibility to Student Needs
2c	Communicating with Clarity and Purpose
2d	Engaging Stakeholders in the Delivery of Services
2e	Fostering a Culture of Support and Perseverance

DOMAIN 3	
Productive Collaboration	
3a	Collaborating with Others
3b	Serving as Resource to the School Community
3c	Providing Resources and Access
3d	Maintaining Professional Standards
3e	Using Data in Planning and Delivery of Service

DOMAIN 4	
Principled Practice	
4a	Engaging Families and Communities
4b	Recording Data and Documenting Progress
4c	Growing and Developing Professionally
4d	Engaging in Reflective Practice
4e	Acting in Service of Students

The Evaluation Frameworks for Specialists are designed to promote professional growth by building a shared understanding of the complex work of specialists in their work to provide and maintain a high level of service delivery, communication, and collaboration with students, families, and the entire school community. All Evaluation Frameworks for Specialists share the same structure above; but each specialist has specific language describing their complex practice.

The Evaluation Frameworks for Specialists can be used in multiple ways:

- A tool for **self-reflection** for specialists.
- A guide used by specialists and observers to **support collaborative conversations** based on criteria.
- The critical attributes support observers in providing **specific and actionable feedback** that encourage professional learning for specialists whose services are such an integral part of student success.
- To help **identify, collect, sort, and align accurate evidence of practice**.
- Ultimately, to **promote growth** for specialists and observers alike

EVALUATION RUBRIC FOR SPECIALISTS

Domain 1: Planning and Preparation

In planning and preparation for their delivery of service, specialists focus on supporting the needs of the students, parents, and staff. Each group has unique content knowledge and expertise and possesses a deep knowledge of the needs and characteristics of the students they serve. They possess a deep understanding of resources that can be obtained and used to meet the needs of the students and school community. When planning, specialists consult the standards and rely on this knowledge base to guide them. Specialists select or design and implement assessments to document student progress, to inform future service delivery, and to guide further improvement.

Domain 2: Professional Practice and Delivery of Service

Specialists create a respectful, affirming, and supportive environment. They foster a sense of belonging and a culture where students are engaged and learn to interact respectfully. They build relationships with staff members, parents, and students creating a strong rapport. Specialists have an extensive repertoire of instructional or professional strategies. They identify appropriate, engaging strategies and realize that daily interactions and plans may require adjustment and they are responsive to change based on student and/or teacher need. In addition, they communicate clearly and accurately. As they deliver services, specialists select resources and materials aligned to meet the needs of students.

Domain 3: Productive Collaboration

The nature of specialists' role requires them to form partnerships and collaborate with families, staff, and the school community. They are skillful in establishing these relationships and understand that the interactions with others impact student learning. They understand that they are valued members of the school community, and that part of their responsibility is to assist in addressing school-wide issues. Specialists have a wide range of school-based resources that they share with staff and families. Specialists often identify resources and make them available to those who need them. In addition, they assist staff members in securing resources to meet the individual needs of students. There are times when a specialist needs to maintain confidentiality; such circumstances may be related to families, students, or staff.

Domain 4: Principled Practice

Specialists' contributions have a profound impact on the students they serve and on the entire school community. They are dedicated to ongoing learning and growth, which is characterized by reflecting on practice, recognizing successes, and identifying opportunities for improvement within the context of their work with students and the school community. "At its best and at its core, [practice] is an act of service and moral leadership rooted in an ethic of care and focused on the success of each and every student."

Adapted from Charlotte Danielson, Enhancing Professional Practice and 2022 Framework for Teaching, Danielson Group

SCHOOL PSYCHOLOGIST - DOMAIN 1: PLANNING AND PREPARATION				
1a: Planning Coherent Programs and Services				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Services are not aligned to state/ national standards and/or district guidelines; resources and activities are inappropriate in nature for the group being served.	Services are partially aligned to state/ national standards and/or district guidelines; resources and activities partially support the needs of the group being served.	Services are aligned to state/ national standards and/or district guidelines, the resources and activities are appropriate for those being served.	Services are aligned to state/ national standards and/or district guidelines; the activities are appropriate for those being served and include input from stakeholders and/or resources outside the district.
Critical Attributes	**Aligned to standards**			
	The delivered program is not aligned to either state or national standards (NASP, ISPA, ISBE and others) and district guidelines.	*Delivered program is partially aligned to either or national standards (NASP, ISPA, ISBE and others) and district guidelines.*	*Service delivery is aligned to state or national standards and district guidelines and appropriate to those being served.*	*Service delivery is aligned to state or national standards and district guidelines and appropriate to those being served; input from students/stakeholders is sought and considered.*
	Activities and plans for services are appropriate for the individual needs			
	The delivered services not appropriate for students and clients.	*The delivered services are inconsistently appropriate for students/stakeholders.*	*The delivered services are appropriate for students/stakeholders.*	*The delivered services are appropriate for students/stakeholders; input is sought from students/stakeholders and considered.*
	Uses data to inform practice			
	The school psychologist does not use data to inform the practice to meet student needs.	*The school psychologist uses minimal data to inform the practice to meet student needs.*	*The school psychologist uses data to inform the practice to meet student/stakeholder needs.*	*The school psychologist uses data to inform the practice to meet student/stakeholder needs and actively seeks input from multiple stakeholders/ resources within and beyond the district to maximize the collaborative planning process.*

SCHOOL PSYCHOLOGIST - DOMAIN 1: PLANNING AND PREPARATION				
1b: Applying Knowledge of Best Practices and Service Delivery				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Little or no knowledge of best practices and/ or models of service delivery are identified, and/ or they are inappropriate for the group being served or the setting in which it is implemented.	There is partial knowledge of best practices and/ or models of service delivery indicated in the plan that will meet the needs of most of those being served.	Solid knowledge of best practices and/ or models of service delivery are indicated in the plan and the selected practices are appropriate to those being served.	There is a deep knowledge of the practices/ models of service delivery are indicated in the plan which are appropriate to those being served and extend into applications in the school community beyond the school.
Critical Attributes	**Identifies the important concepts in the profession and applies them while considering the diversity of learners.**			
	The school psychologist demonstrates no knowledge of professional standards and best practice. (NASP Ethical Standards and others).	*The school psychologist demonstrates some knowledge of professional standards and best practice. (NASP Ethical Standards and others).*	*The school psychologist demonstrates and applies solid knowledge of professional standards and best practice. (NASP Ethical Standards and others).*	*The school psychologist demonstrates and applies professional standards, and assists administrators, other school personnel, and parents in understanding regulations relevant to general and special education.*
	Identifies how professional services are related to and support other disciplines.			
	The school psychologist does not practice the ethical principles of the profession (NASP Ethical Standards and others).	*The school psychologist sometimes practices the ethical principles of the professional (NASP Ethical Standards and others) and sometimes does not.*	*The school psychologist practices the ethical principles of the profession (NASP Ethical Standards and others).*	*The school psychologist is knowledgeable about ethical principles (NASP Ethical Standards and others), and assists administrators, other school personnel, and parents in understanding regulations relevant to general and special education.*
	Understands and applies rules, regulations, and guidelines.			
	The school psychologist does not adhere to laws and regulations pertinent to their professional practice.	*The school psychologist partially adheres to laws and regulations pertinent to their professional practice.*	*The school psychologist adheres to laws and regulations pertinent to their professional practice.*	*The school psychologist is knowledgeable about legal regulations, and assists administrators, other school personnel, and parents in understanding regulations relevant to general and special education*

	Engages in professional development.			
	The school psychologist does not engage opportunities for professional development.	*The school psychologist engages in limited opportunities for professional development.*	*The school psychologist engages in professional development and life-long learning.*	*The school psychologist engages in professional development and life-long learning and uses that knowledge in supervision, training and mentoring of others.*

SCHOOL PSYCHOLOGIST - DOMAIN 1: PLANNING AND PREPARATION				
1c: Knowing and Valuing Students				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Lacks sufficient knowledge of students to support student learning or development.	Knowledge of students' identities, as well as their strengths and needs partially supports learning and development.	Knowledge of students supports learning and development and enables the school psychologist to build upon student assets.	Knowledge of students is extensive and fosters student learning and development to support academic and personal success.
Critical Attributes	**Values students' strengths, differences, backgrounds, culture, and interests.**			
	The school psychologist is not aware of or pays little attention to students' race, culture, or identity.	*The school psychologist inconsistently applies knowledge of students' race, culture, and identities and in planning and preparation.*	*The school psychologist successfully incorporates knowledge of students' race, culture, and identities into planning and preparation.*	*The school psychologist recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.*
	Identifies individual strengths, differences, backgrounds, culture, interests, and needs from a variety of sources.			
	The school psychologist does not try to ascertain information about students' backgrounds, varied prior knowledge, skill levels, interests, or mindsets	*The school psychologist's understanding of students' varied knowledge and skill levels, interests as well as mindsets related to learning, is applied inconsistently in planning and preparation.*	*The school psychologist's understanding of students' levels of knowledge and skill levels, interests, as well as their mindsets about learning, is applied consistently in planning and preparation.*	*The school psychologist's deep understanding of student's knowledge, skill levels, interests, and mindsets ensures that students receive appropriate scaffolds, when necessary, meet rigorous outcomes, and are challenged to do their best work.*

Critical Attributes				
	Applies knowledge of whole child development in planning.			
	The school psychologist does not attend to or have an understanding of students' cognitive, social, emotional, and character development.	*The school psychologist's understanding of students' cognitive, social, emotional, and character development is inconsistently addressed in planning and preparation.*	*The school psychologist's understanding of students' cognitive, social, emotional, and character development is consistently incorporated into planning and preparation.*	*The school psychologist deeply understands and integrates students' cognitive, social, emotional, and character development that promote student ownership and assumption of responsibility.*
	Applies knowledge of the learning process and learning differences in planning.			
	The school psychologist displays insufficient understanding of how students learn and develop.	*The school psychologist has limited understanding of the learning process and individual learning differences.*	*The school psychologist has an accurate understanding of the learning process and various ways students learn which is evident in planning and preparation.*	*The school psychologist uses extensive knowledge of the learning process and the various ways students learn to design learning experiences that are engaging and successful.*
	Applies knowledge of diversity and equity and applies that knowledge in planning.			
	The school psychologist demonstrates little to no knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity in planning.	*The school psychologist demonstrates limited knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity in planning.*	*The school psychologist applies knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity in planning.*	*The school psychologist applies extensive knowledge of foundational theories, pedagogies, and essential concepts of diversity and equity in planning.*

SCHOOL PSYCHOLOGIST - DOMAIN 1: PLANNING AND PREPARATION				
1d: Using Resources Effectively				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Little to no knowledge of how to select and/or access resources to support services or an understanding of the delivery of services.	There is partial knowledge of how to select and/or access the resources and an emerging understanding or how the resources support the delivery of services.	There is a solid knowledge of the resources available and how to access them and they are used to extend the delivery of services at the building level.	There is a deep knowledge of the resources available and an understanding of how to access them within the school community and extend beyond the school setting.

Critical Attributes				
	Materials and resources are suitable for the students' support			
	The school psychologist has no knowledge regarding resources outside the school.	*The school psychologist has limited knowledge regarding resources outside the school and/or inconsistently shares them with students and parents.*	*The school psychologist has knowledge regarding resources outside the school and consistently shares them with students and parents.*	*The school psychologist proactively and routinely seeks resources outside the school and makes extensive effort to share with students, parents, and other stakeholders.*
	Strives to select activities and tasks that support meaningful student improvement			
	The school psychologist does not take advantage of opportunities to provide in school supports to students.	*The school psychologist only uses outside resources who reach out to them to provide in school supports to students.*	*The school psychologist consistently shares outside resources and provides in school supports to students.*	*The school psychologist reviews data and collaborates with staff, students, and parents to identify the needs of the diverse population and uses outside resources to provide in school supports to students.*

SCHOOL PSYCHOLOGIST - DOMAIN 1: PLANNING AND PREPARATION				
1e: Designing and Analyzing Assessments				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Assessment tools are inappropriate and/or not used in planning.	The assessment tools are appropriate, and they are partially used in planning.	The assessment tools are appropriate and clearly used in planning and the results are shared with staff, when appropriate.	There are multiple assessment tools that are appropriate, and they are used in planning and are shared with a variety of groups beyond the school (e.g. district student services team) where appropriate.
Critical Attributes	**Creates and/or selects a battery of assessments that are fully aligned with the referral question**			
	The school psychologist uses out-of-date versions of assessments or assessments not validated on the population they serve, when current versions of the assessments validated for their population are available.	*The school psychologist uses appropriate assessment tools but does not share the results with teachers.*	*The school psychologist uses appropriate assessment tools and makes recommendations based on results.*	*The school psychologist uses a comprehensive and individualized approach to assessment and is able to adjust the plan accordingly based on the psychologist's and/or team's informal observations of the student's ability level.*

	Plans for the use of assessments to closely monitor student progress			
	The school psychologist does not review the manuals of assessments they use to ensure that those measures have sufficient reliability /validity to make eligibility decisions.	*The school psychologist is minimally cautious in the interpretation of results from assessment tools not validated on the population they serve.*	*The school psychologist is adequately cautious in the interpretation of results from assessment tools not validated on the population they serve.*	*The school psychologist is adequately cautious in the interpretation of results from assessment tools not validated on the population they serve and In planning the assessment battery; the school psychologist collaborates with parents and staff to fully address the referral concern.*
	Uses a broad array of assessment data related to the students they serve when planning			
	The school psychologist ignores assessment results that conflict with their "professional judgment."	*The school psychologist inconsistently utilizes multiple data sources to develop recommendations.*	*The school psychologist consistently utilizes multiple data sources to develop recommendations.*	*The school psychologist consistently utilizes multiple data sources, collaborates, and shares information with outside agencies as appropriate.*

SCHOOL PSYCHOLOGIST - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2a: Cultivating Respectful and Affirming Environments to Support Student Needs				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	Interaction with at least some staff and students is negative, demeaning, sarcastic, or inappropriate; the school psychologist does not address interactions between others that do not support a healthy school environment.	Interactions are generally appropriate but may indicate a disregard for the needs of the stakeholders and/or their culture; the school psychologist inconsistently address interactions between others that do not support a healthy school environment.	The interactions are friendly and demonstrate general caring and respect. Interactions are appropriate to the age and culture of the students; the school psychologist consistently address interactions between others that do not support a healthy school environment.	Interactions with students/ stakeholders reflect genuine respect and caring for individuals as well as the group; the school psychologist consistently address interactions between others that do not support a healthy school environment; the school psychologist affirms positive interactions supporting a healthy school environment.

Critical Attributes				
	Students, families, and staff understands the school psychologist is there to support them			
	The school psychologist displays no familiarity with, or caring about, individual students/ stakeholders.	*The school psychologist attempts to make connections with individual students/ stakeholders.*	*The school psychologist makes general connections with individual students/stakeholders.*	*The school psychologist makes general connections with individual students/stakeholders that demonstrates knowledge and caring about individual students /stakeholders' lives beyond school.*
	Interactions reflect mutual care and respect			
	The quality of the interactions between the school psychologist and students/stakeholders has frequent disrespect or insensitivity.	*The quality of the interactions between the school psychologist and students/ stakeholders is uneven, with occasional disrespect or insensitivity.*	*Talk between the school psychologist and students/ stakeholders is generally polite and respectful.*	*Talk between the school psychologist and students/ stakeholders is generally polite and respectful; students/stakeholders generalize polite and respectful interpersonal skills in their interactions with others.*
	Interactions demonstrate awareness of the diversity of students/stakeholders			
	The school psychologist demonstrates poor understanding of the diversity of students/ stakeholders that is potentially harmful to developing rapport.	*The school psychologist demonstrates a limited understanding of the diversity of students/ stakeholders.*	*The school psychologist demonstrates an understanding of the diversity of students/ stakeholders.*	*The school psychologist demonstrates an understanding of the diversity of students/ stakeholders.; students' / stakeholders' understanding of diversity promotes a climate of trust in their interactions with others'*
	Actively listens and responds with empathy and understanding to the opinions of stakeholders			
	The school psychologist disregards feelings of students/ stakeholders during sensitive interactions.	*The school psychologist attempts to manage sensitive interactions with students/stakeholders appropriately.*	*The school psychologist manages sensitive interactions with students/stakeholders appropriately.*	*The school psychologist manages sensitive interactions with students/stakeholders appropriately; students/ stakeholders share sensitive information with the school psychologist with confidence.*

SCHOOL PSYCHOLOGIST - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2b: Responding with Flexibility to Student Need				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school psychologist rigidly adheres to their plan, even when change is clearly needed; they brush aside the concerns or questions of the students/ stakeholders. When the program is not successful the school psychologist blames the students/ stakeholders or the environment.	The school psychologist attempts to adjust services when needed with partial success; they attempt to accommodate the concerns and questions of the students/ stakeholders with partial success; the school psychologist accepts responsibility for adjusting service delivery but has a limited repertoire of strategies.	The school psychologist makes minor adjustments to services which enhances the success; they successfully accommodate questions for the students/ stakeholders; the school psychologist accepts responsibility for adjusting the delivery of service and works to include students/ stakeholders who are resistant; the school psychologist has a broad repertoire of strategies.	The school psychologist consistently monitors and makes ongoing adjustments to services when needed to guarantee the effectiveness; they seize the opportunity to enhance the program through work with others; the school psychologist persists in seeking effective approaches for students/ stakeholders, has a broad repertoire of strategies, and solicits additional resources for the delivery of services.
Critical Attributes	**Purpose and Motivation**			
	The school psychologist disregards students' interests.	*The school psychologist incorporates students' interests when they remember.*	*The school psychologist incorporates students' interests.*	*The school psychologist seizes on a teachable moment to enhance service delivery.*
	Dispositions for Learning			
	The school psychologist is not responsive to questions from students/ stakeholders.	*The school psychologist is sometimes responsive to questions from students/ stakeholders and sometimes not.*	*The school psychologist is consistently responsive to questions from students/ stakeholders.*	*The school psychologist is consistently responsive to questions from students/ stakeholders and follows-up to ensure understanding.*
	Student Agency and Pride in Work			
	The school psychologist does not recognize when improvisation may be necessary.	*When improvising becomes necessary, the school psychologist has a limited repertoire of strategies to adjust.*	*When improvising becomes necessary, the school psychologist accesses a broad repertoire of strategies to successfully adjust.*	*When improvising becomes necessary, the school psychologist accesses a broad repertoire of strategies to adjust and identifies additional resources to ensure success.*

	Support and Perseverance			
	The school psychologist does not take responsibility for making adjustments when facing resistance from students/ stakeholders.	*The school psychologist attempts to adjust their approach to overcome resistance by students/ stakeholders.*	*The school psychologist consistently adjusts their approach to overcome resistance by students/ stakeholders.*	*The school psychologist seamlessly adjusts their approach to overcome resistance by students/ stakeholders; promote students/ stakeholders identifying strategies to move forward.*

SCHOOL PSYCHOLOGIST - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2c: Communicating with Clarity and Purpose				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The purpose of the communication is unclear or confusing to the students/ stakeholders.	The purpose of the communication is vague with clarifications after initial response from students/ stakeholders; the explanation is uneven and may be difficult to follow.	The purpose of the communication is clear to all and the content is appropriate and connects with students'/ stakeholders' knowledge and experience.	The purpose of the communication is clear to all and the content is differentiated to meet the needs of the readers.
Critical Attributes	**Communicates information for diverse audiences, using appropriate forms of oral and written communication**			
	The school psychologist does not communicate effectively	*The school psychologist inconsistently communicates effectively.*	*The school psychologist communicates effectively to diverse audiences.*	*The school psychologist consistently communicates effectively to diverse audiences and makes connections between concepts to facilitate understanding.*
	Procedures are clear and understood by the students/stakeholders			
	The school psychologist's vocabulary is inappropriate to the age or culture of the students.	*The school psychologist's vocabulary is too technical for the audience.*	*The school psychologist's vocabulary is appropriate to the audience.*	*The school psychologist skillfully adapts their vocabulary to a wide variety of audiences.*
	Explanations are clear, accurate, and appropriate			
	Students/stakeholders indicate through their questions that they are confused, and the school psychologist does not address the concern.	*Students/stakeholders indicate through their questions that they are confused, and the school psychologist address the concern but there is still confusion.*	*Students/stakeholders indicate through their questions that they are confused, and the school psychologist address the concern and there is a common understanding.*	*Students/stakeholders indicate through their questions that they are confused, and the school psychologist address the concern and there is a common understanding; the school psychologist provides information to others to clarify what might be a common misperception or misunderstanding, when appropriate.*

SCHOOL PSYCHOLOGIST - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2d: Engaging Stakeholders in the Delivery of Service				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The setting is not safe and/ or some students/stakeholders do not have appropriate access to services; considerable time is lost in delivery of services due to the managing of procedures by the school psychologist; routines are ineffective resulting in significant loss of time; behavioral expectations are not clearly established and result in loss of time; models of delivery are not the focus of the school psychologist.	The setting is safe, and at least essential services are accessible to most students/stakeholders; some time is lost in the delivery of services due to the managing of procedures by the school psychologist; routines function moderately well with some loss of time; behavioral expectations may be established but are not consistent; models of services delivery are present and beginning to be implemented.	The setting is safe, and the services are equally accessible to all students/ stakeholders; effective systems for the delivery of services result in little loss of time; routines occur smoothly with little loss of time; behavioral expectations are established and generally consistent; models of service delivery are present and support the success.	The school psychologist advocates for accessibility of services for all students/ stakeholders; systems for performing delivery of services are well established and optimize the time for services; routines are seamless and optimize the time for delivery of services; behavioral expectations well established and consistent; models of service delivery are well established, may include outside research and/or resources that are aligned to student needs.
Critical Attributes	**The room arrangement ensures that all students have access to services; workspace is safe, organized, and conducive to the delivery of services**			
	The school psychologist does not maintain and organize an orderly atmosphere within the school setting in order to create a safe physical, emotional and intellectual environment for students.	*The school psychologist is inconsistent in maintaining and organizing an orderly atmosphere within the school setting in order to create a safe physical, emotional and intellectual environment for students.*	*The school psychologist consistently maintains and organizes an orderly atmosphere within the school setting to create a safe physical, emotional and intellectual environment for students.*	*The school psychologist consistently maintains and organizes an orderly atmosphere within the school setting to create a safe physical, emotional and intellectual environment and creates routines that allow students to participate in this process.*
	Ensures confidentiality			
	There is no consideration of privacy; there is no evidence of systems in place to minimize distractions/ interruptions.	*There is some consideration of privacy; there is limited evidence of systems in place to minimize distractions/ interruptions.*	*There is consideration of privacy; the school psychologist has a consistent system in place to minimize distractions and interruptions during assessment, counseling, etc.*	*There is proactive consideration of privacy and advocating for need; the school psychologist takes preventative measures to minimize distractions and interruptions during assessment, counseling, etc.*

	Utilizes systems that maximize time and minimize disruptions			
	The school psychologist has poor time management skills.	*The school psychologist attempts to use time effectively but does so inconsistently.*	*The school psychologist has a consistent system in place to maximize use of their time.*	*The school psychologist has systems in place to maximize use of their time AND minimize student's time outside of the classroom.*

SCHOOL PSYCHOLOGIST - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2e: Fostering a Culture of Support and Perseverance				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Teachers perceive the work of the school psychologist as not meaningful; the school psychologist does not include collaboration with teachers.	Teachers perceive the work of the school psychologist as procedural; there is minimal collaboration between the school psychologist and teachers.	Teachers perceive the work of the school psychologist as meaningful; the school psychologist promotes collaboration and professional inquiry.	Teachers perceive the work of the school psychologist as meaningful; the school psychologist promotes collaboration and professional inquiry; teachers seek assistance; the school psychologist has established a culture of professional inquiry in which teachers initiate the support of the school psychologist.
Critical Attributes	**Building a culture of support and shared ownership**			
	The school psychologist fails to engage colleagues in conversations about supporting students.	*The school psychologist inconsistently engages colleagues in conversations about supporting students.* .	*The school psychologist initiates meetings with colleagues to provide professional learning opportunities to support students.*	*The school psychologist initiates meetings with colleagues to provide professional learning opportunities to support students; teacher(s) initiate follow-up collaboration.*
	Fostering accessibility			
	Teachers are reluctant to request assistance from the school psychologist, fearing that such a request will be treated as a sign of deficiency.	*The school psychologist inconsistently contributes to the development of a collaborative culture that includes norms for individual, team, and school wide interactions; high expectations; collective responsibility; mutual respect.*	*The school psychologist contributes to the development of the social architecture of a collaborative culture that includes norms for individual, team, and school wide interactions; high expectations; collective responsibility; mutual respect.*	*The school psychologist contributes to the collaborative culture that includes norms for individual, team, and school wide interactions; high expectations; collective responsibility; mutual respect; psychologists are often sought out by teachers.*

SCHOOL PSYCHOLOGIST - DOMAIN 3: PRODUCTIVE COLLABORATION

3a: Collaborating with Others

RUBRIC	Unsatisfactory	Needs Improvement	Proficient	Excellent
	The school psychologist declines or resists collaboration with others in the design of services to meet the needs of students and/or the school.	The school psychologist is partially successful in collaborating with others in the design of services to meet the needs of students and/or the school.	The school psychologist collaborates with others in the design of services to meet the needs of students and/or the school.	The school psychologist collaborates with others in the design of services and seeks input from all levels to assure the needs of the students and school are being met.
	Collaborates with teachers, administrators, families, specialists, and other community to meet the needs of students			
	The school psychologist's interaction with colleagues is characterized by negativity or combativeness.	*The school psychologist minimally engages in collaborative and professional interactions with colleagues to meet student needs.*	*The school psychologist has supportive, collaborative, and professional interactions with colleagues to meet student needs.*	*The school psychologist initiates and models supportive, collaborative, and professional interactions with colleagues to meet student needs.*
	Collaborates with teachers, administrators, families, specialists, and community to meet the needs of the school			
	The school psychologist purposely avoids collaboration with stakeholders to support student and school needs.	*The school psychologist inconsistently shares information with stakeholders to support student and school needs.*	*The school psychologist regularly gathers and shares information with stakeholders to support student and school needs.*	*The school psychologist consistently gathers and shares information with a variety of stakeholders within the school and the community to support student and school needs.*

SCHOOL PSYCHOLOGIST - DOMAIN 3: PRODUCTIVE COLLABORATION				
3b: Serving as a Resource to the School Community				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school psychologist declines or resists serving as a resource to the school community.	The school psychologist serves as a resource to the school community, but the support may be inconsistent.	The school psychologist serves as a resource to the school community and shares expertise with others frequently.	The school psychologist serves as a resource to the school community and seeks ways to share expertise within the school setting and beyond.
	Seeks opportunities to provide expertise in appropriate venues and formats			
	The school psychologist is unwilling to identify or suggest resources to meet the needs of students.	*The school psychologist has limited suggestions of resources to meet the needs of students.*	*The school psychologist shares knowledge of resources with colleagues that are available to students through the school, through the community, on the Internet, etc.*	*The school psychologist proactively and routinely shares resources with colleagues that are available to students through the school, through the community, on the Internet, etc. and makes extensive efforts to share with colleagues, parents, and community stakeholders.*
	Shares information about services with colleagues in the school and/or district			
	The school psychologist does not attempt to collaborate with teachers, administrators, community leaders, and other education stakeholders.	*The school psychologist creates limited partnerships with teachers, administrators, community leaders, and other education stakeholders.*	*The school psychologist collaborates with teachers, administrators, community leaders, and other education stakeholders to promote educational equity, student achievement, and success.*	*The school psychologist makes extensive use of partnerships with school, district, community, and external resources to promote educational equity, student achievement, and success.*
	Provides information about services in multiple formats			
	The school psychologist does not seek resources or relies on outdated resources to extend their personal knowledge and skills.	*The school psychologist rarely seeks resources to extend their personal knowledge and skills.*	*The school psychologist utilizes various resources to extend their own personal skills and knowledge to assist students and staff.*	*The school psychologist utilizes various resources to extend their own personal skills and knowledge to assist students and staff and shares that knowledge with stakeholders.*

SCHOOL PSYCHOLOGIST - DOMAIN 3: PRODUCTIVE COLLABORATION

3c: Providing Resources and Access

RUBRIC	Unsatisfactory	Needs Improvement	Proficient	Excellent
	The school psychologist fails to locate and provide the resources to support the delivery of service to the students/ stakeholders or must be directed to do so; the school psychologist is not accessible to students/ stakeholders.	The school psychologist locates resources to support the delivery of service, but they may be limited to only giving them to the student/ stakeholder when requested to do so; the school psychologist is accessible to the students/ stakeholder upon request.	The school psychologist locates resources to support the delivery of service and needs of the school; the school psychologist is accessible and shares their expertise with the staff to support the accurate use of the resources.	The school psychologist locates resources to support the delivery of service and the needs of the school; the school psychologist is accessible and shares their expertise with the staff to support the accurate use of the resources; the school psychologist seeks and provides resources beyond the school setting to enhance services.
	Shares information about external resources and/or services with colleagues in the school and/or district			
	The school psychologist does not seek resources outside the district.	*The school psychologist sometimes seeks resources outside the district.*	*The school psychologist knows how to gain access to resources outside the district and effectively shares those with students, staff, and other stakeholders.*	*The school psychologist proactively and routinely seeks resources outside the district and makes an extensive effort to share with students, staff, and other stakeholders.*
	Welcomes inquiries about services and available resources			
	The school psychologist is unwilling to suggest or identify resources to meet the needs of the student population.	*The school psychologist has limited suggestions for resources to meet the needs of the student population.*	*The school psychologist accesses evidence-based resources to address the needs of a diverse student population.*	*The school psychologist works collaboratively with others to access evidence-based resources to address the needs of a diverse student population.*
	Helps colleagues, students, and families access services and/or resources, as appropriate			
	The school psychologist is not available as a resource to support the needs of the students on their caseload and school staff.	*The school psychologist is not consistently available as a resource to support the needs of the students on their caseload or for school staff when needed.*	*The school psychologist is consistently available as a resource to support the needs of the students on their caseload and school staff.*	*The school psychologist is consistently available as a resource to support the needs of the students on their caseload and school staff, and actively works to connect them with others.*

SCHOOL PSYCHOLOGIST - DOMAIN 3: PRODUCTIVE COLLABORATION				
3d: Maintaining Professional Standards				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school psychologist resists application of professional standards and may select inappropriate means of delivering the program and/or does not follow established procedures and guidelines.	The school psychologist attempts to apply standards but may do so inconsistently; the school psychologist does follow the established procedures and guidelines.	The school psychologist applies the standards consistently in the school setting; the school psychologist follows all established procedures and guidelines; the school psychologist shares findings, as appropriate.	The school psychologist applies the standards consistently in the school setting; the school psychologist follows all established procedures and guidelines; the school psychologist draws from a broad repertoire of strategies and shares expertise and findings with others, as appropriate.
	Carries out responsibilities in accordance with federal and state laws and regulations, NASP Principles for Professional Ethics, the NASP Model for Comprehensive and Integrated School Psychological Services, and established state and national credentialing/licensing guidelines.			
	The school psychologist does not adhere to procedures, guidelines, ethical and professional standards, and/or legal regulations.	*The school psychologist is aware of procedures, guidelines, ethical and professional standards, and legal regulations, but focuses primarily on adhering to legal regulations.*	*The school psychologist is knowledgeable about and adheres to procedures, guidelines, ethical and professional standards, and legal regulations.*	*The school psychologist adheres to and assists stakeholders in understanding procedures, guidelines, ethical and professional standards, and/or legal regulations*
	Follows professional standards/protocols for student/stakeholder confidentiality.			
	The school psychologist regularly breaches confidentiality.	*The school psychologist does not consistently adhere to laws/ regulations regarding confidentiality of student information.*	*The school psychologist adheres to laws/regulations regarding the confidentiality of student information (e.g., FERPA, NASP Principles of Professional Ethics).*	*The school psychologist adheres to laws/regulations regarding the confidentiality of student information (e.g., FERPA, NASP Principles of Professional Ethics). The school psychologist collaborates with other school psychologists on procedures, guidelines, ethical and professional standards, and/or legal regulations.*

SCHOOL PSYCHOLOGIST - DOMAIN 3: PRODUCTIVE COLLABORATION

3e: Using Data in Planning and Delivery of Service

RUBRIC	Unsatisfactory	Needs Improvement	Proficient	Excellent
	The school psychologist fails to seek and use data to inform the planning and delivery of services to the school and/or the data is in disarray.	The school psychologist seeks and uses data to inform some aspects of planning and delivery of services, but implementation is inconsistent.	The school psychologist seeks and uses data to inform planning and delivery of services; and shares the data with others as appropriate to enhance the delivery of service provided to students and stakeholders.	The school psychologist seeks and uses data to inform planning and delivery of services; and shares the data with others as appropriate to enhance the delivery of service provided to students and stakeholders; the school psychologist uses the data to inform the level of progress with others.
	Uses assessment data to understand student's strengths and needs and to implement evidence-based instructional and mental/behavioral health services			
	The school psychologist does not use data to guide professional practice.	*The school psychologist, on occasion, uses data from a variety of sources (e.g., psycho-educational testing, observations of the student, parent/teacher/student interviews), to guide professional practice.*	*The school psychologist uses data from a variety of sources (e.g., psycho-educational testing, observations of the student, parent /teacher/ student interviews) to guide professional practice.*	*The school psychologist uses data from a variety of sources (e.g., psycho-educational testing, observations of the student, parent /teacher/ student interviews) to guide professional practice and collaborate with others to determine next steps.*
	Uses data to assess progress			
	The school psychologist does not use data to monitor student progress	*The school psychologist is inconsistent in analyzing student data to monitor student progress for service delivery.*	*The school psychologist analyzes student data to monitor student progress and determine next steps for service delivery.*	*The school psychologist analyzes student data to monitor student progress and determine next steps for service delivery. The student reviews and analyzes data with the school psychologist to monitor progress and determine next steps, as appropriate.*
	Shares data with colleagues, if permitted and appropriate			
	The school psychologist does not share data with stakeholders or shares irrelevant or incomprehensible data.	*Sometimes, the school psychologist shares data with stakeholders.*	*The school psychologist consistently shares data with stakeholders to support planning and service delivery*	*The school psychologist shares data with state-level stakeholders to support planning and service delivery.*

SCHOOL PSYCHOLOGIST - DOMAIN 4: PRINCIPLED PRACTICE

4a: Engaging Families and Communities

RUBRIC	Unsatisfactory	Needs Improvement	Proficient	Excellent
	The school psychologist provides little or no information about the delivery of service to families; the communication with others may be inappropriate and insensitive; the communication is not provided in a timely manner.	The school psychologist participates in required activities related to communication but offers little additional information. Responses to families are minimal; the school psychologist makes modest and partially successful attempts to engage families and others in the delivery of service. Information is provided in a timely manner.	The school psychologist provides frequent information to families about the delivery of service; communication about progress and other related information is on a regular basis and addresses the concerns of the families; the school psychologist is successful in engaging others within the school in the delivery of service; information is provided in a timely manner.	The school psychologist provides frequent information about the delivery of service and seeks additional input on how to improve the program; communication about progress and other related information is frequent and addresses the concerns of the families; the school psychologist is successful in engaging the delivery of service both inside the school setting and beyond; information is provided in a timely manner and is thorough.
	Provides information in format(s) accessible to all parents using understandable language and terms and in a culturally competent manner			
	The school psychologist does not comply with school/district procedures for communicating with families and stakeholders or does not do so in a timely, professional, and/or ethical manner.	*The school psychologist complies school/district procedures for communicating with families and stakeholders in a professional manner but is not always timely.*	*The school psychologist complies with all school/district procedures for communicating with families and stakeholders in a timely, professional, and ethical manner.*	*The school psychologist consistently complies with school/district procedures for communicating with families and stakeholders and does so in a thorough, timely, ethical, and professional manner.*
	Provides frequent information about the student's services to families			
	The school psychologist does not provide information to families and stakeholders about the student's services, despite request.	*The school psychologist provides minimal information to families and stakeholders about the student's services, upon request.*	*The school psychologist provides information to families and stakeholders about the student's services.*	*The school psychologist consistently seeks additional input from stakeholders on how to improve the student's services and addresses the concerns of the student and family.*
	Communication between the school psychologist and families is two-way and ongoing			
	The school psychologist purposely avoids responding to communication from families.	*The school psychologist's response to communication from families is inconsistent and/or the school psychologist minimally addresses their concerns.*	*The school psychologist is regularly responsive to communication from families and addresses their concerns.*	*The school psychologist clearly communicates with the student, the student's family, and members of the student's team and makes appropriate recommendations to address the concerns.*

SCHOOL PSYCHOLOGIST - DOMAIN 4: PRINCIPLED PRACTICE				
4b: Recording Data and Documenting Progress				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The record keeping system is limited to entries of completion only and in disarray; there is no apparent system for maintaining information related to students/ stakeholders/ delivery of service or it is in disarray; the school psychologist's records are in such disarray that it results in error and/or confusion.	The record keeping system is rudimentary and only partially effective; the information related to students'/stakeholders' delivery of service is partially present; the records are accurate but require frequent monitoring by the school psychologist to avoid errors or confusion.	The record keeping system is complete and effective; the information on progress of students' delivery of service is complete and used to effectively report progress; the information is effectively used to improve the program or services.	The record keeping system is complete and effective, and the school psychologist seeks input from others; the information is complete and effectively used to report progress; the input from others is used to improve services.
	Records are organized, accurate, and timely			
	The school psychologist has no system for record keeping.	*The school psychologist has a process for recording information; however, it is out of date, incomplete, or inaccurate.*	*The school psychologist's process for record keeping and reporting is efficient and effective.*	*The school psychologist's process for record keeping and reporting is efficient and effective. The school psychologist collaborates with colleagues regarding record keeping, and shares systems and processes.*
	Records and maintains student or client data in appropriate data systems and data is shared appropriately with colleagues			
	The school psychologist's records are disorganized, unable to be accessed when needed, result in poor time management, and/or ineffective communication	*The school psychologist inconsistently uses record keeping to facilitate time management and communicate with others.*	*The school psychologist uses record keeping to facilitate effective time management and enhance communication with others.*	*The school psychologist uses record keeping to facilitate effective time management and enhance communication with others. The school psychologist involves students in recording their own data, as appropriate.*

SCHOOL PSYCHOLOGIST - DOMAIN 4: PRINCIPLED PRACTICE				
4c: Growing and Developing Professionally				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The school psychologist does not demonstrate how they take part in professional development and use the knowledge to improve practice; the school psychologist does not take an active part in the professional learning community both within the school setting and beyond.	The school psychologist demonstrates how they have taken part in professional development that is required and makes some connections to how the knowledge was used to improve practice; the school psychologist takes part in the professional learning community only to the extent to which it is required.	The school psychologist demonstrates how they have actively sought professional development related to the program and used it to improve practice; the school psychologist takes an active role in the professional learning community within the school setting.	The school psychologist demonstrates how they take an active part in professional development through a leadership role and how they help others to use the knowledge to better practice; the school psychologist leads the professional learning community within the school setting and contributes to the professional learning community.
	Seeks opportunities to enhance knowledge and skills and stay current in the field			
	The school psychologist does not participate in professional development.	*The school psychologist attends the required professional development opportunities within the school and district.*	*The school psychologist seeks opportunities for continued professional development and incorporates relevant information into their practice.*	*The school psychologist seeks regular opportunities for continued professional development, incorporates relevant information into their practice, and shares the information with school and/or district staff; the school psychologist leads professional development trainings on relevant topics.*
	Welcomes feedback from administrators and school staff			
	The school psychologist purposefully rejects feedback from the administrators and school staff.	*The school psychologist, on occasion, utilizes feedback from the administrators and school staff to change practices.*	*The school psychologist uses feedback from the administrators and school staff to improve their comprehensive practice.*	*The school psychologist uses personal reflection, peer feedback, and observations to promote professional development and growth.*

SCHOOL PSYCHOLOGIST - DOMAIN 4: PRINCIPLED PRACTICE				
4d: Engaging in Reflective Practice				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The school psychologist does not know whether the delivery of service was effective, or if the goals were achieved using data; the school psychologist has no suggestions for how the delivery of service could be improved or how the goals could have been met.	The school psychologist has a generally accurate impression of the effectiveness of delivery of service and the extent to which goals were met using data; they can make general suggestions about how to improve the delivery of service or to meet goals.	The school psychologist makes an accurate assessment of the effectiveness of the delivery of service and the extent to which goals were met using data; they can make a few specific suggestions of what could be tried to improve the delivery of service and meet the goals.	The school psychologist makes a thorough and accurate assessment of the effectiveness of the delivery of service and the extent to which they met goals with data; they draw upon an extensive repertoire of skills and offers specific alternate actions on how to improve the delivery of service and meet the goals.
	Regularly uses reflection to improve performance and asks for assistance to improve future services, when appropriate			
	The school psychologist blames others for their own ineffectiveness.	*The school psychologist has a general sense of whether their practices and delivery of service are effective.*	*The school psychologist uses data that accurately reflects the effectiveness of their practices/delivery of service.*	*The school psychologist has a personalized plan for professional learning.*
	Sets goals to improve personal practice and documents their progress toward goals			
	The school psychologist makes no suggestions for improvement.	*The school psychologist makes general suggestions for improvement.*	*The school psychologist makes changes in their practice after reflection.*	*The school psychologist accurately assesses the effectiveness of the delivery of service and the extent to which they met the goals using the various components of the Framework for School Psychologists. From that assessment, the school psychologist develops an action plan for growth.*

SCHOOL PSYCHOLOGIST - DOMAIN 4: PRINCIPLED PRACTICE				
4e: Acting in Service of Students				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school psychologist acts unethically and does not understand the needs of students or make decisions in their best interest.	The school psychologist acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The school psychologist models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.	The school psychologist is a leader in the school in defining, modeling, and upholding high standards of ethical practice and wise decision making that prioritize the needs of all students, especially those who have been marginalized or underserved.
	Acting with Care, Honesty, and Integrity			
	The school psychologist's actions are uncaring or dishonest.	*The school psychologist acts honestly and with care and integrity.*	*The school psychologist is known for and looked to as a model of care, honesty, and integrity.*	*The school psychologist is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and others to seek opportunities to develop these qualities.*
	Ethical Decision Making			
	The school psychologist makes unwise, rushed, or heated decisions or makes decisions that are self-serving.	*The school psychologist seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical*	*The school psychologist makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.*	*The school psychologist is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.*
	Deliberate Action			
	The school psychologist *fails to act on behalf of students when deliberate action is warranted.*	*The school psychologist addresses the needs of students through their actions but may do so inconsistently or with partial success.*	*The school psychologist is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's values.*	*The school psychologist serves as a model of advocacy for students and acts as a leader in the school, identifying and working to change policies and practices that do not align with school values or may cause harm to students.*

SPEECH & LANGUAGE PATHOLOGIST

DISTRICT 86
JOLIET
PUBLIC SCHOOLS

2022 Specialist Frameworks
Adapted for Joliet Public Schools District 86 from:
The Framework for Teaching | Charlotte Danielson, 2022 | www.danielsongroup.org

DOMAIN 1	Planning and Preparation
1a	Planning Coherent Programs and Services
1b	Applying Knowledge of Best Practices and Service Delivery
1c	Knowing and Valuing Students
1d	Using Resources Effectively
1e	Designing and Analyzing Assessments

DOMAIN 2	Professional Practice and Delivery of Service
2a	Cultivating Respectful and Affirming Environments to Support Student Needs
2b	Responding with Flexibility to Student Needs
2c	Communicating with Clarity and Purpose
2d	Engaging Stakeholders in the Delivery of Services
2e	Fostering a Culture of Support and Perseverance

DOMAIN 3	Productive Collaboration
3a	Collaborating with Others
3b	Serving as Resource to the School Community
3c	Providing Resources and Access
3d	Maintaining Professional Standards
3e	Using Data in Planning and Delivery of Service

DOMAIN 4	Principled Practice
4a	Engaging Families and Communities
4b	Recording Data and Documenting Progress
4c	Growing and Developing Professionally
4d	Engaging in Reflective Practice
4e	Acting in Service of Students

The Evaluation Frameworks for Specialists are designed to promote professional growth by building a shared understanding of the complex work of specialists in their work to provide and maintain a high level of service delivery, communication, and collaboration with students, families, and the entire school community. All Evaluation Frameworks for Specialists share the same structure above; but each specialist has specific language describing their complex practice.

The Evaluation Frameworks for Specialists can be used in multiple ways:

- A tool for **self-reflection** for specialists.
- A guide used by specialists and observers to **support collaborative conversations** based on criteria.
- The critical attributes support observers in providing **specific and actionable feedback** that encourage professional learning for specialists whose services are such an integral part of student success.
- To help **identify, collect, sort, and align accurate evidence of practice**.
- Ultimately, to **promote growth** for specialists and observers alike

EVALUATION RUBRIC FOR SPECIALISTS

Domain 1: Planning and Preparation

In planning and preparation for their delivery of service, specialists focus on supporting the needs of the students, parents, and staff. Each group has unique content knowledge and expertise and possesses a deep knowledge of the needs and characteristics of the students they serve. They possess a deep understanding of resources that can be obtained and used to meet the needs of the students and school community. When planning, specialists consult the standards and rely on this knowledge base to guide them. Specialists select or design and implement assessments to document student progress, to inform future service delivery, and to guide further improvement.

Domain 2: Professional Practice and Delivery of Service

Specialists create a respectful, affirming, and supportive environment. They foster a sense of belonging and a culture where students are engaged and learn to interact respectfully. They build relationships with staff members, parents, and students creating a strong rapport. Specialists have an extensive repertoire of instructional or professional strategies. They identify appropriate, engaging strategies and realize that daily interactions and plans may require adjustment and they are responsive to change based on student and/or teacher need. In addition, they communicate clearly and accurately. As they deliver services, specialists select resources and materials aligned to meet the needs of students.

Domain 3: Productive Collaboration

The nature of specialists' role requires them to form partnerships and collaborate with families, staff, and the school community. They are skillful in establishing these relationships and understand that the interactions with others impact student learning. They understand that they are valued members of the school community, and that part of their responsibility is to assist in addressing school-wide issues. Specialists have a wide range of school-based resources that they share with staff and families. Specialists often identify resources and make them available to those who need them. In addition, they assist staff members in securing resources to meet the individual needs of students. There are times when a specialist needs to maintain confidentiality; such circumstances may be related to families, students, or staff.

Domain 4: Principled Practice

Specialists' contributions have a profound impact on the students they serve and on the entire school community. They are dedicated to ongoing learning and growth, which is characterized by reflecting on practice, recognizing successes, and identifying opportunities for improvement within the context of their work with students and the school community. "At its best and at its core, [practice] is an act of service and moral leadership rooted in an ethic of care and focused on the success of each and every student."

Adapted from Charlotte Danielson, Enhancing Professional Practice and 2022 Framework for Teaching, Danielson Group

SPEECH & LANGUAGE PATH - DOMAIN 1: PLANNING AND PREPARATION				
1a: Planning Coherent Programs and Services				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Services are not aligned to state/ national standards and/or district guidelines; resources and activities are inappropriate for the students being served.	Services are partially aligned to state/ national standards and/or district guidelines; resources and activities partially support the students being served.	Services are aligned to state/ national standards and/or district guidelines; resources and activities support the students being served.	The program is aligned to state/ national standards and guidelines; the activities and resources are appropriate for those being served and are shared with a variety of members of the community, as applicable.
Critical Attributes	**Goals are clear, measurable, and functional**			
	The SLP creates goals that are not clear, measurable, and functional.	*Some of the goals created by the SLP are clear, measurable, and functional.*	*The SLP creates clear, measurable, and functional student goals.*	*The SLP consistently creates clear, measurable, and functional student goals; the SLP consistently uses evidence-based decision making in the selection of goals and goals for individual students.*
	Aligns evaluation results with student goals			
	The SLP does not align or inaccurately aligns evaluation results/areas of need with student goals.	*The SLP sometimes aligns evaluation results/areas of need with some of student goals*	*The SLP accurately aligns evaluation results/areas of need with student goals*	*The SLP creates clear, measurable, and functional student goals for therapy that include opportunities for generalization and practice in multiple settings.*
	Goals are aligned to the student's area(s) of need and reflect a logical progression of skills			
	The progression of skills developed by SLP in lesson plans and/or goal setting is unorganized.	*The SLP demonstrates an unclear progression of skills when designing goals and lesson plans.*	*The SLP demonstrates a hierarchy of skills when designing goals and lesson plans.*	*The SLP accurately aligns evaluation results/areas of need with student goals that are functional across multiple settings and reflect current research and best practice.*

	Communicates the program or service to the parents/guardians, staff, and students, as applicable			
	The SLP does not communicate the program or service to the parent/guardian, staff, and student, as applicable	*The SLP is inconsistent in communicating the program or service to the parent/guardian, staff, and student, as applicable.*	*The SLP communicates the program or service to the parent/guardian, staff, and student, as applicable, in one format.*	*The SLP communicates the program or service to the parent/guardian, staff, and student, as applicable, in multiple formats.*
	Understands speech and language development			
	The SLP fails to demonstrate an understanding of individual student's speech and language development.	*The SLP demonstrates a limited understanding of individual student's speech and language development.*	*The SLP demonstrates a complete understanding of individual student's speech and language development.*	*The SLP demonstrates a complete understanding of individual student's speech and language development; and demonstrates a hierarchy of skills when designing goals and lesson plans and probes for higher understanding.*

SPEECH & LANGUAGE PATH - DOMAIN 1: PLANNING AND PREPARATION				
1b: Applying Knowledge of Best Practices and Service Delivery				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Little or no knowledge of best practices and/ or models of delivery are identified, and/ or they are inappropriate for the group being served or the setting in which it is implemented.	There is partial knowledge of best practices and/ or models of services indicated in the plan that will meet the needs of most of those being served.	Solid knowledge of best practices and/ or models of delivery of services are indicated in the plan and the selected practices are appropriate to those being served.	There is a deep knowledge of the practices/ models of delivery indicated in the plan that are appropriate to those being served and extend into applications in the school community beyond the school.
Critical Attributes	**Applies a deep knowledge of current, evidence-based practices**			
	The SLP demonstrates limited knowledge of best practices and models of service delivery within the field of speech/language pathology and displays a lack of awareness of how these concepts relate to one another.	*The SLP applies partial knowledge of best practices and models of service delivery within the field of speech/language pathology but displays a lack of awareness of how these concepts relate to one another.*	*The SLP applies knowledge of best practices and models of service delivery within the field of speech/language pathology and the ways in which they relate to one another.*	*The SLP applies deep knowledge of best practices and models of service delivery within the field of speech/language pathology and the ways in which they relate both to one another and to other disciplines.*
	Applies a deep knowledge of current, evidence-based strategies			
	The SLP uses strategies and/or practices that are not supported by research.	*The SLP uses some strategies supported by research or uses the strategies ineffectively.*	*The SLP uses strategies and/or practices supported by research.*	*The SLP pursues professional development opportunities to increase their repertoire of evidence-based practices and implements new strategies and/or practices.*
	Consults and collaborates across disciplines to design comprehensive services to maximize student outcomes			
	The SLP does not collaborate across disciplines to design a comprehensive program to maximize student outcomes; the SLP considers only one service delivery model to plan for acquisition, generalization, and maintenance of skills regardless of student need and/or progress.	*The SLP inconsistently collaborates across disciplines; the SLP considers few services delivery models to plan for acquisition, generalization, and maintenance of skills regardless of student need and/or progress.*	*The SLP considers and actively participates in collaboration resulting in a variety of service delivery models to plan for acquisition, generalization, and maintenance of skills based upon student need and/or progress.*	*The SLP implements a variety of service delivery models to plan for acquisition, generalization, and maintenance of skills based upon student need and/or progress as determined by multidisciplinary collaboration; designs comprehensive services to maximize student outcomes.*

SPEECH & LANGUAGE PATH - DOMAIN 1: PLANNING AND PREPARATION				
1c: Knowing and Valuing Students				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	Little to no knowledge of the developmental, learning, social, and cultural needs of the students or clients is demonstrated in the plan with no specific means of addressing the elements.	There is partial knowledge of the developmental, learning, social, and cultural needs of the clients demonstrated in the plan with each element partially being addressed.	There is a solid knowledge of the developmental, learning, social, and cultural needs of the students or clients demonstrated in the plan to include at least one specified means of addressing each noted in the plan.	There is a deep knowledge of the developmental, learning, social, and cultural needs of the students or clients with a variety of ways to address each noted in the plan.
Critical Attributes	**Collects student information from a variety of sources specific to the student's developmental, learning, social, and medical needs, as appropriate**			
	The SLP demonstrates minimal understanding of individual student's speech and language development and its relationship to academic performance.	*The SLP demonstrates partial understanding of individual student's speech and language development and its relationship to academic performance.*	*The SLP applies understanding of individual student's speech and language development and its relationship to academic performance in planning services.*	*The SLP applies an extensive understanding of individual student's speech and language development and its relationship to academic performance in planning services.*
	Incorporates their knowledge of student interests and the student's approaches to learning when planning for service delivery			
	The SLP has minimal knowledge of the student's skills, interests, and needs; fails to use knowledge of students to develop and maintain an appropriate service delivery model.	*The SLP has limited knowledge of the student's skills, interests, and needs; inconsistently uses knowledge of students to develop and maintain an appropriate service delivery model.*	*The SLP actively seeks knowledge of the student's skills, interests, and needs; uses knowledge of students to develop and maintain an appropriate service delivery model.*	*The SLP actively applies knowledge of individual student's skills, interests, and needs in planning services; uses knowledge of students to develop and maintain an appropriate service delivery model.*

	Uses student information when considering accommodations and is sensitive to the student's cultural and linguistic background when planning for service delivery			
	The SLP has minimal knowledge of the student's background and culture; fails to use knowledge of students to develop and maintain an appropriate service delivery model.	*The SLP has limited knowledge of the student's background and culture; inconsistently uses knowledge of students to develop and maintain an appropriate service delivery model.*	*The SLP actively seeks additional knowledge of the background and culture; uses knowledge of students to develop and maintain an appropriate service delivery model.*	*The SLP actively applies knowledge of individual student's background and culture in planning services; uses knowledge of students to develop and maintain an appropriate service delivery model.*

SPEECH & LANGUAGE PATH - DOMAIN 1: PLANNING AND PREPARATION				
1d: Using Resources Effectively				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Little to no knowledge of how to select and/or access resources to support services.	There is partial knowledge of how to select and/or access the resources and an emerging understanding of how the resources support the needs of the program.	There is a solid knowledge of the resources available and how to access them and they are used to extend knowledge of the program at the school level.	There is a deep knowledge of the resources available and an understanding of how to access them within the school community and beyond and they are used to extend the knowledge of the services beyond the school setting.
Critical Attributes	**Selects from available materials and resources to support the student's areas of need**			
	The SLP displays minimal knowledge and inappropriately or fails to apply available district resources to support student outcomes.	*The SLP displays limited knowledge and inconsistently applies available district resources to support student outcomes.*	*The SLP displays knowledge and appropriate application of available district resources to support student outcomes.*	*The SLP displays extensive knowledge and application of available district resources to support student outcomes and shares resources with parents/guardian and teachers, if appropriate.*
	Demonstrates knowledge of community resources			
	The SLP demonstrates minimal knowledge of community resources available to extend the services beyond district resources.	*The SLP demonstrates limited knowledge of community resources available to extend the services beyond district resources.*	*The SLP demonstrates knowledge of community resources available to extend the services beyond district resources.*	*The SLP demonstrates extensive knowledge of community resources available to extend the services beyond district resources.*

	Uses technology to enhance service delivery when appropriate			
	The SLP fails to use technology to enhance service delivery when appropriate.	*When appropriate and possible, the SLP inconsistently uses technology to enhance service delivery.*	*When appropriate and possible, the SLP uses technology to enhance service delivery.*	*When appropriate and possible, the SLP uses multiple modes of technology to enhance service delivery.*

SPEECH & LANGUAGE PATH - DOMAIN 1: PLANNING AND PREPARATION				
1e: Designing and Analyzing Assessments				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Assessment tools are inappropriate and/or not used in planning.	The assessment tools are appropriate, and they are partially used in planning.	The assessment tools are appropriate and clearly used in planning and the results are shared with staff, when appropriate.	There are multiple assessment tools that are appropriate, and they are used in planning and are shared with a variety of groups beyond the school where appropriate.
Critical Attributes	**Creates and/or selects available and appropriate assessment tools to evaluate the student for services and to monitor their progress**			
	The SLP does not plan to utilize established assessment procedures to conduct a comprehensive evaluation.	*The SLP plans to make limited use of established assessment procedures to conduct a comprehensive evaluation.*	*The SLP plans to utilize established assessment procedures to conduct a comprehensive evaluation*	*Through collaboration with team members, the SLP plans to utilize established assessment procedures to conduct a comprehensive evaluation and anticipates pros and cons of various assessment tools.*
	Familiar with formal and informal assessment tools related to the students they serve			
	The SLP fails to provide a complete evaluation of the student's speech/language skills and/or fails to use assessment results in planning.	*The SLP provides an incomplete evaluation, utilizing limited assessment tools to evaluate the student's speech/language skills and makes limited use of this data in planning.*	*The SLP conducts an evaluation, utilizing formal and informal assessment tools that capture the student's speech/language skill level that inform plans for the program and/or plans for student support.*	*The SLP provides a comprehensive evaluation, utilizing formal and informal assessment tools, that capture the student's speech/language skill level and in planning incorporates detailed collaboration with team members that correspond with area(s) of need.*

Shares the assessment data with staff, parents/guardians, and students, when appropriate			
The SLP fails to share the assessment data with staff, parents/guardians, and students, when appropriate.	*The SLP inconsistently shares the assessment data with staff, parents/guardians, and students, when appropriate.*	*The SLP shares the assessment data with staff, parents/guardians, and students, when appropriate.*	*The SLP shares the assessment data with staff, parents/guardians, and students, when appropriate, and provides recommendations for home and classroom activities to foster the continued development of speech /language skills.*

SPEECH & LANGUAGE PATH - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2a: Cultivating Respectful and Affirming Environments to Support Student Needs				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Interaction with at least some staff and students is negative, demeaning, sarcastic, or inappropriate; students/ stakeholders exhibit disrespect for the SLP; the SLP allows or encourages interactions between others that mirror the above.	Interactions are generally appropriate but may indicate a disregard for the needs of the stakeholders and/or their culture; students/ stakeholders exhibit only minimal respect for the SLP; the students/ stakeholders in the setting do not demonstrate disrespect for each other.	The interactions are friendly and demonstrate general caring and respect; interactions are appropriate to the age and culture of the students/stakeholders; they exhibit respect for the SLP; interactions in settings between students/ stakeholders are generally polite and respectful.	Interactions with students/ stakeholders reflect genuine respect and caring for individuals as well as the group; students/ stakeholders appear to trust the SLP with sensitive information; students/ stakeholders in the setting reflect the same characteristics when interacting with others.
Critical Attributes	**Models and sets expectations for student interactions**			
	The SLP fails to model and set expectations for student interactions.	*The SLP is inconsistent in modeling expectations for student interactions, or the expectations are confusing to the student.*	*The SLP sets appropriate expectations for student interactions and successfully redirects inappropriate behaviors.*	*The SLP sets appropriate expectations for student interactions and consistently models those expectations and provides feedback to students.*
	Students understand why they are receiving speech/language therapy services			
	The SLP does not explain the purpose of speech/language services.	*The SLP partially explains the purpose of speech/language services.*	*The SLP clearly explains the purpose of speech/language services.*	*The SLP clearly explains the purpose of speech /language services and provides examples pertinent to the student.*

Critical Attributes				
	Foster mutual respect and caring for one another			
	Interactions between the SLP and students/ stakeholders do not reflect mutual respect and caring	*Interactions between the SLP and students/ stakeholders reflect minimal mutual respect and caring.*	*The SLP and student interactions reflect care and mutual respect and caring.*	*The SLP and student interactions are genuine and show reciprocity; student-to-student initiated interactions are respectful and caring.*
	Interactions are appropriate for the age and culture of the students			
	The SLP is not sensitive to the age and diverse cultures of the students they serve.	*The SLP is sensitive to the age and some cultures of the students they serve.*	*The SLP is sensitive to the age and cultures of the students they serve.*	*The SLP serves as a model and makes contributions to the school around cultural responsiveness.*
	Builds trust with students by dealing with sensitive information appropriately			
	The students/stakeholders are not comfortable sharing sensitive information with the SLP.	*The student/stakeholders are comfortable sharing some sensitive information with the SLP*	*The SLP responds appropriately to sensitive information.*	*The SLP honors confidentiality and serves as a model to others in the school.*

SPEECH & LANGUAGE PATH - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2b: Responding with Flexibility to Student Needs				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The SLP rigidly adheres to their plan, even when change is clearly needed; the SLP brushes aside the concerns or questions of the students/ stakeholders; when the program is not successful the SLP blames the students/ stakeholders or the environment.	The SLP attempts to adjust services when needed with partial success; the SLP attempts to accommodate the concerns and questions of the students/ stakeholders with partial success; the SLP accepts responsibility for services but has a limited repertoire of strategies.	The SLP makes adjustments to services which enhances the success; the SLP successfully accommodates questions for the students/ stakeholders; the SLP accepts responsibility for services and works to include students/ stakeholders who are resistant; the SLP has a broad repertoire of strategies.	The SLP proactively and consistently makes adjustments to services when needed to guarantee effectiveness; the SLP seizes the opportunity to enhance services through work with others; the SLP persists in seeking effective approaches for students/ stakeholders, has a broad repertoire of strategies, and solicits additional resources for services.
Critical Attributes	**Acknowledges the actions and reactions of the students and responds**			
	The SLP ignores the responses of the students.	*The SLP acknowledges the responses of the students but makes no adjustment to the plans.*	*The SLP acknowledges the responses of the students and adjusts strategies used in the treatment plan.*	*The SLP anticipates potential responses of students and is consistently prepared to adjust by using multiple strategies in the treatment plan.*
	Adjusts plans and pacing based on student's needs			
	The SLP adheres to the plan and does not adjust services or pacing based on need.	*The SLP unsuccessfully adjusts services and the pacing of the session based on need.*	*The SLP successfully adjusts services and the pacing of the session based on the needs of students.*	*The SLP successfully and consistently adjusts services and the pacing of the session based on the needs of students.*
	Uses a variety of strategies to increase the student's level of engagement and performance			
	The SLP makes no attempt to increase the level of engagement or differentiate services to address student's learning needs.	*The SLP attempts to use strategies to increase student's level of engagement and adjust and differentiate instructional materials to address students' learning needs, but with limited success.*	*The SLP successfully uses strategies to increase student's level of engagement and adjusts and differentiates instructional materials to address students' learning needs.*	*The SLP uses many strategies to deeply engage students and anticipates students' learning needs and proactively adjusts and differentiates instructional materials to address students' learning needs.*

SPEECH & LANGUAGE PATH - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2c: Communicating with Clarity and Purpose				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The purpose of the communication is unclear or confusing to the students/ stakeholders.	The purpose of the communication is vague with clarifications after initial response from students/ stakeholders; the explanation is uneven and may be difficult to follow.	The purpose of the communication is clear to all, and the content is appropriate and connects with students'/ stakeholders' knowledge and experience.	The purpose of the communication is clear to all, and the content is appropriate and connects with students'/ stakeholders' knowledge and experience; the content is differentiated to meet the needs of stakeholders.
Critical Attributes	**Explanations, procedures, and directions are presented to students in clear and "student friendly" terms**			
	The objective of the lesson/ purpose of the communication is absent or unclear to students; the SLP's written or spoken directions and/or procedures for students are confusing.	*The objective of the lesson/purpose of the communication is adequate; the student objective consists of a combination of outcomes and activities; some of the SLP's written or spoken directions may be unclear or confusing to students.*	*The objective of the lesson/purpose of the communication is clear; the student objective is expressed in terms of student learning; directions and procedures are clear to students.*	*The objective of the lesson/purpose of the communication is clear; the objective of the lesson represents high expectations and rigor, is expressed in terms of student learning and fits in an appropriate sequence of student learning; directions and procedures are clear to students.*
	Explanations of services relates to students' lives			
	The SLP does not explain the speech and language services to stakeholders (e.g., reason for therapy, objectives, therapy goals) in relation to the student's daily life and personal goals.	*The SLP partially explains the speech and language services to stakeholders (e.g., reason for therapy, objectives, therapy goals) in relation to the student's daily life and personal goals.*	*The SLP explanation of the speech and language services to stakeholders (e.g., reason for therapy, objectives, therapy goals) in relation to student's daily life and personal goals.*	*The SLP's explanation of the speech and language services to stakeholders (e.g., reason for therapy, objectives, therapy goals) in relation to student's daily life and personal goals is comprehensive; the SLP facilitates generalization of skills across multiple settings.*

Critical Attributes				
	Modifies explanations, procedures, and directions to meet students' levels of understanding			
	The SLP's explanation of content and the lesson objective contain major errors and do not contribute to the student's understanding.	*The SLP's explanation of content contains minor errors and contributes to the student's misunderstanding.*	*The SLP anticipates student misconceptions; the explanation of content is thorough and clear, developing the student's understanding through scaffolding resulting in most students understanding and complying.*	*The SLP proactively anticipates student misconceptions; the SLP's explanation of content is thorough and clear, developing the student's understanding through scaffolding and connections to student 's prior knowledge resulting in all students understanding and complying.*
	Uses multiple modes of communication			
	The SLP does not utilize multiple modes/representation of communication and /or does not use student's mode of communication.	*The SLP utilizes a single mode/representation of communication to facilitate comprehension; the SLP inconsistently uses the student's mode of communication.*	*The SLP utilizes multiple modes/representation of communication to facilitate comprehension; the SLP consistently uses the student's mode of communication.*	*The SLP adapts multiple modes/representation of communication to facilitate comprehension with student and team to support integration of communication modes in multiple settings; and uses the student's mode of communication in structured and unstructured settings.*

SPEECH & LANGUAGE PATH - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2d: Engaging Stakeholders in the Delivery of Services				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The setting is disorganized; some students/ stakeholders do not have appropriate access to services; considerable time is lost in delivery of services due to the managing of procedures by the SLP; routines are ineffective resulting in significant loss of time; standards of conduct are not clearly established and result in loss of time; national standards/models of delivery are not the focus of the SLP.	The SLP is inconsistent in maintaining an organized environment; at least essential services are accessible to most students/ stakeholders; some time is lost in the delivery of services due to the managing of procedures by the SLP; routines function moderately well with some loss of time; standards of conduct may be established but are not consistent; national standards/ models of delivery are present and beginning to be implemented.	Services are equally accessible to all students/stakeholders; effective systems for the delivery of services result in little loss of instructional time; routines occur smoothly with little loss of time; standards of conduct are established and generally consistent; national standards/ models of delivery are present and support the success of services.	The SLP advocates for accessibility of services for all students/stakeholders; systems for performing delivery of services are well established and optimize the time for services; routines are seamless and optimize the time for delivery of services; standards of conduct are well established and consistent; national standards/models of delivery are well established and reflect the high involvement of the SLP within and outside of the school setting.
Critical Attributes	**The room arrangement assures that all students have access to services and the workspace is safe, organized, and conducive to the delivery of services**			
	The SLP does not maintain and organize an orderly atmosphere within the therapy setting in order to create a safe physical, emotional and intellectual environment for students.	*The SLP is inconsistent in maintaining and organizing an orderly atmosphere within the therapy setting in order to create a safe physical, emotional and intellectual environment for students.*	*The SLP consistently maintains and organizes an orderly atmosphere within the therapy setting to create a safe physical, emotional and intellectual environment for students.*	*The SLP consistently maintains and organizes an orderly atmosphere within the therapy setting to create a safe physical, emotional and intellectual environment and creates routines that allow students to participate in this process.*
	Utilizes systems that maximize time and minimize disruptions			
	Therapy session expectations are minimal and/or not reinforced resulting in a significant loss of instructional time.	*Therapy session expectations are unclear or may be posted but not reinforced during the lesson resulting in some loss of instructional time.*	*Therapy session expectations are discussed before or during the lesson resulting in little loss of instructional time.*	*Therapy session expectations are modeled, discussed, and reinforced during the lesson in order to maximize instructional time.*

Using appropriate materials			
Materials are inaccessible or inappropriate for student use or do not meet the instructional needs of students.	*Some materials are inaccessible, inappropriate for student use or do not meet the instructional needs of some students.*	*Materials are accessible and appropriate for student use and meet the instructional needs of students; technology is used when appropriate.*	*Materials are accessible, appropriate for student use and may be differentiated to meet the instructional needs of all students; the SLP provides therapy materials to colleagues when needed; technology is used when appropriate; the SLP advocates for student's needs when appropriate by contacting counselors, school nurses, family or other resources when needed.*

SPEECH & LANGUAGE PATH - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2e: Fostering a Culture of Support and Perseverance				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The SLP does not initiate or offer support.	The SLP inconsistently initiates or offers support with no follow up.	The SLP consistently initiates or offers support with follow-up. The SLP promotes professional inquiry and which teachers seek assistance.	The SLP consistently initiates or offers support with follow-up; The SLP has established a culture of professional inquiry in which teachers and SLP coordinate efforts for students.
Critical Attributes	**Building a culture of support and shared ownership**			
	The SLP fails to engage colleagues in conversations about supporting students.	*The SLP inconsistently engages colleagues in conversations about supporting students.*	*The SLP initiates meetings with colleagues to provide professional learning opportunities to support students.*	*The SLP engages colleagues in ongoing conversations about meeting the needs of students and provides accountability tools. The SLP continually provides learning opportunities to support students' performance in the classroom.*
	Fostering accessibility			
	Teachers are reluctant to request assistance from the SLP, fearing that such a request will be treated as a sign of deficiency.	*Relationships with the SLP are cordial; minimal contacts are initiated by teachers.*	*Relationships with the SLP are highly respectful and trusting; many contacts are initiated by teachers.*	*Relationships with the SLP are highly respectful and trusting; many contacts are initiated by teachers. The SLP contributes to the collaborative culture that includes interactions with individuals, teams, and school community that foster high expectations; collective responsibility; mutual respect.*

SPEECH & LANGUAGE PATH - DOMAIN 3: PRODUCTIVE COLLABORATION				
3a: Collaborating with Others				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The SLP declines or resists collaboration with others in the design of services to meet the needs of the school.	The SLP collaborates with others in the design of services but is only partially successful in meeting the needs of the school.	The SLP collaborates with others in the design of services and meeting the needs of the school.	The SLP collaborates with others in the design of services and seeks input from all levels to assure the needs of the school/district are being met.
Critical Attributes	**Collaborates with staff, administrators, and/or other specialists to meet the needs of students**			
	The SLP does not collaborate with team members and stakeholders to support positive educational outcomes for students.	*The SLP minimally collaborates with team members and stakeholders to support positive educational outcomes for students.*	*The SLP collaborates with team members and stakeholders to support positive educational outcomes for students.*	*The SLP designs and leads collaboration with team members and stakeholders to support positive educational outcomes for students.*
	SLP participates in state, local, school, and committees to ensure student needs are addressed appropriately			
	The SLP refuses to participate in activities that promote professional community opportunities with colleagues.	*The SLP attends required team meetings but participation in content, activities and discussion is minimal.*	*The SLP volunteers for state, district, and/or school activities/committees and actively participates in content and relevant discussions.*	*The SLP takes a leadership role and/or consistently participates in state, district, and/or school activities/committees and actively participates in content and relevant discussions; SLP collaborates/shares relevant information with stakeholders.*
	Collaborates with staff, administrators, and/or other specialists to meet the needs of the school			
	The SLP does not collaborate with team members and stakeholders to address school improvement needs.	*The SLP infrequently collaborates with team members and stakeholders to address school improvement needs.*	*The SLP collaborates with team members and stakeholders to address school improvement needs.*	*The SLP initiates and consistently collaborates with team members and/or stakeholders to address school improvement needs.*

SPEECH & LANGUAGE PATH - DOMAIN 3: PRODUCTIVE COLLABORATION				
3b: Serving as a Resource to the School Community				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The SLP declines or resists serving as a consultant to the school community.	*The SLP serves as a consultant to the school community, but the services may be inconsistent.*	*The SLP serves as a consultant to the school community and shares expertise with others frequently.*	*The SLP consistently serves as a consultant to the school community and seeks ways to share expertise within the school setting and beyond.*
Critical Attributes	**SLP shares information about services in multiple formats to parents, staff, administrators, and stakeholders in the school**			
	The SLP makes no attempt to initiate communication about student information with stakeholders.	*The SLP infrequently communicates with stakeholders or uses a single format.*	*The SLP communicates with stakeholders using multiple formats (i.e., phone calls, emails, visuals to clarify content, information sent to foster clarity and understating prior to or in meetings, provide information in person to stakeholders).*	*The SLP consistently communicates with stakeholders and uses multiple formats. (i.e., phone calls, emails, visuals to clarify content, information sent to foster clarity and understating prior to or in meetings, provide information in person to stakeholders).*
	Contributes to the resolution of school-wide issues, problems, or concerns pertaining to the field of speech/language pathology			
	The SLP does not consult with administration and teaching staff to address issues that may impact student learning.	*The SLP inconsistently consults with administration and teaching staff to address issues that may impact student learning.*	*The SLP consistently consults with administration and teaching staff to address issues that may impact student learning.*	*The SLP frequently consults, collaborates, and follows up with administration and teaching staff to address issues that may impact student learning.*
	Establishes a confidential, nonjudgmental environment			
	The SLP does not establish a confidential, nonjudgmental environment when collaborating.	*The SLP establishes a minimally confidential, nonjudgmental environment when collaborating.*	*The SLP establishes a confidential, nonjudgmental environment when collaborating.*	*The SLP establishes a confidential, nonjudgmental environment when collaborating, which leads to trusting relationships with stakeholders.*

Critical Attributes				
	Educates parents, staff, administrators, and stakeholders in the school on topics related to the scope and sequence of the practice of speech/language pathology			
	The SLP does not consult with the district/other SLPs when appropriate to establish/discuss best practice and/or questions regarding students.	*The SLP rarely consults with district/other SLPs, when appropriate, to establish/discuss best practice and/or questions regarding students.*	*The SLP consults with district/other SLPs, when appropriate, to establish/discuss best practice and/or questions regarding students.*	*The SLP consults with district/other SLPs when appropriate to establish/discuss best practice and /or questions regarding students. Based on findings, SLP makes changes to services and/or brings information forward to the school/district.*
	Supports stakeholders to address student needs			
	The SLP provides no support, including community resources, to stakeholders to address student specific needs.	*The SLP provides some support, including community resources, to stakeholders to address student specific needs.*	*The SLP consistently provides support, including community resources, to stakeholders to address student specific needs.*	*The SLP provides consistent and customized support, including a variety of community resources, to stakeholders to address student specific needs.*

SPEECH & LANGUAGE PATH - DOMAIN 3: PRODUCTIVE COLLABORATION				
3c: Providing Resources and Access				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The SLP fails to locate and provide the resources to support the needs to the students/ stakeholders or must be directed to do so; the SLP is not accessible to students/ stakeholders.	The SLP locates resources to support services, but they may be limited to only giving them to the student/ stakeholder when requested to do so; the SLP is accessible to the students/ stakeholder upon request.	The SLP locates resources to support services that supports the needs of the school and clients; the SLP is accessible and shares expertise with the staff to support the accurate use of the resources.	The SLP locates resources to support services and the needs of the school and client; the SLP is accessible and shares expertise with the staff to support the accurate use of the resources; the SLP seeks and provides resources beyond the school setting to enhance the program.
	Shares information about resources and/or services with colleagues in the school			
	The SLP is unaware of current resources available to assist and educate colleagues and students.	*The SLP displays limited knowledge of current resources available to assist and educate colleagues and students.*	*The SLP is aware of multiple current resources and shares information about known resources and/or services with colleagues in the school and/or district.*	*The SLP shares information about current resources and/or services with colleagues in the school and district and demonstrates how to effectively implement services.*

	Welcomes the opportunity to assist and/or educate his or her colleagues and students, as appropriate			
	The SLP does not respond to inquiries about services and available resources.	*The SLP acknowledges stakeholders' inquiries about their services but fails to follow up with available services or information about those services.*	*The SLP welcomes inquiries from stakeholders about their services and consistently follows up with those who inquire.*	*The SLP welcomes inquiries from stakeholders about their services and consistently follows up with those who inquire. The SLP seeks opportunities to lead, assist and/or educate stakeholders, as appropriate.*

SPEECH & LANGUAGE PATH - DOMAIN 3: PRODUCTIVE COLLABORATION				
3d: Maintaining Professional Standards				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The SLP resists application of professional standards and may select inappropriate means of delivering the program and/or does not follow established procedures and guidelines.	The SLP attempts to apply professional standards but may do so inconsistently; the SLP does follow the established procedures and guidelines.	The SLP applies the standards consistently in the school setting; the SLP follows all established procedures and guidelines; the SLP shares findings, as appropriate.	The SLP applies professional standards consistently in the school setting; the SLP follows all established procedures and guidelines; the SLP draws from a broad repertoire of strategies and shares expertise and findings with others, as appropriate.
Critical Attributes	**Carries out student services according to state/national/American Speech-Language-Hearing Association (ASHA) standards of practice**			
	The SLP delivers inappropriate student services not fully aligned with state/national/ The American Speech-Language-Hearing Association (ASHA) standards of practice	*The SLP delivers student services not fully aligned with state/national/ The American Speech-Language-Hearing Association (ASHA) standards of practice.*	*The SLP provides student services according to state/national/ The American Speech-Language-Hearing Association (ASHA) standards of practice.*	*The SLP consistently provides student services according to state/national/ The American Speech-Language-Hearing Association (ASHA) standards of practice.*
	Follows professional standards/protocols for student confidentiality and recording and sharing of data			
	The SLP fails to comply with professional standards/protocols for student confidentiality and recording and sharing of data.	*The SLP minimally complies with professional standards/protocols for student confidentiality and recording and sharing of data.*	*The SLP follows professional standards/protocols for student confidentiality and recording and sharing of data.*	*The SLP consistently follows professional standards/protocols for student confidentiality and recording and sharing of data*
	Demonstrates ethical practice			
	The SLP does not demonstrate ethical practice according to professional standards.	*The SLP inconsistently demonstrates ethical practice according to professional standards.*	*The SLP consistently demonstrates ethical practice according to professional standards.*	*The SLP remains up to date on current ethical practices and trainings and consistently implements current practices into therapy. The SLP shares updates with SLP team.*

Maintains current and valid credentials, as appropriate			
The SLP does not maintain current and valid credentials, as required.	*The SLP maintains minimal, current, and valid credentials, as required.*	*The SLP maintains current and valid credentials.*	*The SLP maintains current and valid credentials, as appropriate and expands expertise above required credentials.*

SPEECH & LANGUAGE PATH - DOMAIN 3: PRODUCTIVE COLLABORATION				
3e: Using Data in Planning and Delivery of Service				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The SLP fails to seek and use data to inform the planning and delivery of services to the school and/or the data is in disarray.	The SLP seeks and uses data to inform some aspects of planning and delivery of services, but implementation is inconsistent.	The SLP seeks and uses data to inform planning and delivery of services; the SLP shares the data with others as appropriate to enhance the services provided to students and stakeholders.	The SLP seeks and uses data to inform planning and delivery of services; the SLP shares the data with others as appropriate to enhance the services provided to students and stakeholders; the SLP uses the data to inform those at the district level of progress.
Critical Attributes	**Analyzes assessment responses and student behaviors to assess progress**			
	The SLP inaccurately analyzes all assessment and behavior responses when assessing progress.	*The SLP inaccurately analyzes some assessment and behavior responses when assessing progress.*	*The SLP accurately analyzes assessment responses and student behaviors to assess progress*	*The SLP accurately analyzes assessment responses and student behaviors to assess progress and create an appropriate treatment plan.*
	Shares data with colleagues, if appropriate			
	The SLP fails to share data with stakeholders to enhance the services provided to students.	*The SLP is inconsistent in sharing data with stakeholders to enhance the services provided to students.*	*The SLP frequently shares data with stakeholders to enhance the services provided to students.*	*The SLP consistently shares data and collaborates clearly with stakeholders to enhance the services provided to students.*
	Provides accurate, constructive, substantive, specific, and timely feedback to stakeholders			
	The SLP provides stakeholders with feedback that is vague, inaccurate, non-constructive, or non-substantive.	*Some of the data provided to stakeholders by the SLP is accurate, constructive, substantive, and/or specific, but may not be provided in a timely fashion.*	*The SLP consistently provides accurate, constructive, substantive, specific, and timely feedback to stakeholders.*	*The SLP consistently provides accurate, constructive, substantive, specific, and timely feedback to stakeholders. The SLP seeks feedback from stakeholders, including the student when appropriate, regarding the student's treatment plan.*

Uses assessment data to inform future and service delivery			
The SLP does not use assessment data to create treatment plan and/or service delivery.	*The SLP inconsistently uses assessment data to create treatment plan and/or service delivery.*	*The SLP consistently uses assessment data to create treatment plan and/or service delivery.*	*The SLP uses assessment data to create treatment plan and/or service delivery and makes recommendations to extend student outcomes across multiple settings.*

SPEECH & LANGUAGE PATH - DOMAIN 4: PRINCIPLED PRACTICE				
4a: Engaging Families and Communities				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The SLP provides little or no information about services to families; the communication with others may be inappropriate and insensitive; the communication is not provided in a timely manner.	The SLP participates in required activities related to communication but offers little additional information. Responses to families are minimal; the SLP makes modest and partially successful attempts to engage families and others in services. Information is provided in a timely manner.	The SLP provides frequent information to families about services; communication about progress and other related information is on a regular basis and addresses the concerns of the families; the SLP is successful in engaging others within the school services. Information is provided in a timely manner.	The s SLP provides frequent information services and seeks additional input on how to improve services; communication about progress and other related information is frequent and addresses the concerns of the families; the SLP is successful in engaging services both inside the school setting and beyond; information is provided in a timely manner and is thorough
Critical Attributes	**Provides valuable information about the program in a format(s) accessible to all**			
	The SLP does not provide valuable/ important information about the services to families.	*The SLP periodically provides valuable/important information about the services in one format.*	*The SLP consistently provides valuable/important information about the services in one format.*	*The SLP provides valuable/important information about services in multiple formats in order to make it accessible to all.*
	Provides information using understandable language and terms in a culturally competent manner			
	The SLP does not demonstrate cultural empathy and sensitivity when communicating with families.	*The SLP is inconsistent in demonstrating cultural empathy and sensitivity when communicating with families.*	*The SLP frequently demonstrates cultural empathy and sensitivity when communicating with families.*	*Communication with families is two-way and the SLP consistently demonstrates cultural empathy and sensitivity and respect when communicating with families.*

Critical Attributes				
	Provides information about student progress to parents/guardian			
	The SLP does not provide information about student progress to parents/ guardians.	*The SLP periodically provides information about student progress to parents/ guardians or only provides information when required or requested.*	*The SLP regularly makes information about student progress available to parents /guardians.*	*The SLP frequently makes information about student progress available and provides activities/ recommendations for reinforcement of acquired skills to parents/guardians.*
	Communication between the SLP and families is two-way and ongoing and involves the student in the conversations, when appropriate			
	The SLP does not involve parents/ guardians in two-way conversations.	*The SLP makes some attempt to involve parents/guardians in two-way conversations, but results are uneven.*	*The SLP makes multiple, successful attempts to involve parents/guardians in two-way conversations.*	*The SLP makes multiple, successful attempts to involve parents/guardians in two-way conversations. The SLP involves the student in conversations/ communications with families, when appropriate.*

SPEECH & LANGUAGE PATH - DOMAIN 3: PRODUCTIVE COLLABORATION				
4b: Recording Data and Documenting Progress				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The record keeping system is limited to entries of completion only and in disarray; there is no apparent system for maintaining information related to students/stakeholders/ service or it is in disarray; the SLP records are in such disarray that it results in error and/or confusion.	The record keeping system is basic and only partially effective. The information related to students/stakeholders/ program is partially present; the records are accurate but require frequent monitoring by the SLP to avoid errors or confusion.	The record keeping system is complete and effective; the information on progress of students/stakeholders' service is complete and used to effectively report progress; the information is effectively used to improve the program or services.	The record keeping system is complete and effective, and the SLP seeks input from others; the information is complete and effectively used to report progress; the input from others is used to improve services.
	Data is recorded and collected in an organized, accurate, and timely manner			
	The data collected by the SLP is in disarray resulting in errors and confusion about student progress.	*The SLP's student data is recorded and collected in an inefficient, unorganized, and/or inaccurate manner.*	*The SLP's student data is recorded and collected in an organized, accurate, and timely manner.*	*The SLP's student data is recorded and collected in an organized, accurate, and timely manner. The SLP explores multiple data collecting modalities based on student needs.*

Critical Attributes				
	Utilizes data to guide services			
	The SLP does not utilize student data to guide services.	*The SLP collects data, but data is not utilized to guide services.*	*The SLP consistently collects and utilizes data to guide services.*	*The SLP frequently analyzes and utilizes data to guide and adjust services, as needed.*
	Records and maintains student data in appropriate data systems			
	The SLP fails to or inaccurately records /maintains student data. (i.e., student files, reports, evaluation data, therapy data, progress monitoring data, observation, parent & teacher input in secure data systems.)	*The SLP records and maintains some accurate student data. (i.e., student files, reports, evaluation data, therapy data, progress monitoring data, observation, parent & teacher input in secure data systems.)*	*The SLP consistently records and maintains accurate student data. (i.e., student files, reports, evaluation data, therapy data, progress monitoring data, observation, parent & teacher input in secure data systems.)*	*The SLP consistently records and maintains accurate student data. The SLP collaborates and shares useful data collection methods with others. (i.e., student files, reports, evaluation data, therapy data, progress monitoring data, observation, parent & teacher input in secure data systems.)*
	Shares data with students, parents, staff, administrators, and stakeholders, when appropriate			
	The SLP shares data in ways that breach student confidentiality guidelines.	*The SLP occasionally shares data with unauthorized students, parents, staff, administrators, and stakeholders.*	*The SLP shares data with students, parents, staff, administrators, and stakeholders when appropriate following confidentiality guidelines.*	*The SLP collaborates with students, parents, staff, administrators, and stakeholders, when appropriate using data to promote improved student outcomes.*

SPEECH & LANGUAGE PATH - DOMAIN 3: PRODUCTIVE COLLABORATION				
4c: Growing and Developing Professionally				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The SLP does not demonstrate how they take part in professional development and uses the knowledge to improve practice; SLP does not take an active part in the professional learning community both within the school setting and beyond.	The SLP demonstrates how they take part in professional development that is required and makes some connections to how the knowledge was used to improve practice; SLP takes part in the professional learning community only to the extent to which it is required.	The SLP demonstrates how they have actively sought professional development related to the program and used it to improve practice; SLP takes an active role in the professional learning community within the school setting.	The SLP demonstrates how they take an active part in professional development through a leadership role and how he/she helps others to use the knowledge to better practice; SLP leads the professional learning community within the school setting and contributes to the professional learning community at the local and state level.
Critical Attributes	**Seeks opportunities to enhance knowledge and/or skills**			
	The SLP does not attend any school or district professional development.	*The SLP attends only required professional development.*	*The SLP attends required professional development and seeks additional opportunities to t to deepen professional knowledge.*	*The SLP articulates how they will incorporate new knowledge gained from professional development into daily practice. The SLP plans and delivers professional development to colleagues.*
	Selects professional goals directly related to state/national standards, improving student learning, and school improvement			
	The SLP's professional goals are not aligned to state/national standards or focused on school improvement.	*The SLP's professional goals are inconsistently aligned to state/national standards or practice is inconsistently focused on improving student learning or school improvement.*	*The SLP's professional goals are consistently aligned to state/national standards and practice is consistently focused on improving student learning and school improvement.*	*The SLP's professional goals are consistently aligned to state/national standards and practice is consistently focused on improving student learning and school improvement. The SLP integrates professional goals and practices across disciplines.*
	Participates in school, district, and/or state committees, as appropriate			
	The SLP does not take an active role in the school/district and/or state committees.	*The SLP has a minimal role in the school/district and/or state committees.*	*The SLP actively participates in school/district and/or state committees.*	*The SLP assumes a leadership role in school/district and/or state committees.*

SPEECH & LANGUAGE PATH - DOMAIN 3: PRODUCTIVE COLLABORATION				
4d: Engaging in Reflective Practice				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The SLP does not know whether the program was effective, or the goals were achieved using data; the SLP has no suggestions for how services could be improved or how the goals could have been met.	The SLP has a generally accurate impression of the effectiveness of services and the extent to which goals were met using data; the SLP can make general suggestions about how to improve services or to meet goals.	The SLP makes an accurate assessment of the effectiveness of services and the extent to which goals were met using data; the SLP can make a few specific suggestions of what could be tried to improve services and meet the goals.	The SLP makes a thorough and accurate assessment of the effectiveness of services and the extent to which they met goals with data; the SLP draws upon an extensive repertoire of skills and offer multiple, specific alternate actions on how to improve services and meet the goals.
Critical Attributes	**Accurately assesses effectiveness using the various components of the framework for specialists**			
	The SLP does not assess their effectiveness and performance or the effectiveness of the services against stated goals and/or against the framework for specialists; The SLP makes no suggestions for professional improvement.	*The SLP occasionally assesses their effectiveness and performance or the effectiveness of the program against the framework for specialists; The SLP suggests general modifications for professional improvement.*	*The SLP regularly assesses their effectiveness and performance or the effectiveness of the program against stated goals and/or against the framework for specialists; The SLP uses appropriate resources to recommend alternative strategies to refine professional performance*	*The SLP regularly assesses their effectiveness and performance and the effectiveness of the program against stated goals and/or the framework for specialists; The SLP uses extensive resources to identify areas for improvement and professional growth opportunities.*
	Uses reflection to improve his or her performance and asks for assistance to improve future services, when appropriate			
	The SLP does not use data to assess the effectiveness of their practice or the effectiveness of the program.	*The SLP is inconsistent in the use of data to assess the effectiveness of their practice or the effectiveness of the program.*	*The SLP uses data to assess the effectiveness of their practice or the effectiveness of the program.*	*The SLP uses data to assess the effectiveness of their practice and the effectiveness of the program and makes adjustments as needed.*
	Aligns practice with state/national standards			
	The SLP is not aware of The American Speech-Language- Hearing Association (ASHA) Scope of Practice. The SLP does not reflect or communicate how their practice aligns to professional standards.	*The SLP is aware of The American Speech-Language- Hearing Association (ASHA) Scope of Practice but does not use this as a guide for practice. The SLP inconsistently reflects or communicates how their practice aligns to professional standards.*	*The SLP is aware of the Scope of Practice and uses this as a guide for practice. The SLP reflects and communicates how their practice aligns to professional standards.*	*The SLP is aware of The American Speech-Language- Hearing Association (ASHA) Scope of Practice and uses this as a guide for practice. The SLP consistently aligns and refines practice with professional standards.*

SPEECH & LANGUAGE PATH - DOMAIN 3: PRODUCTIVE COLLABORATION				
4e: Acting in Service of Students				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The SLP acts unethically and does not understand the needs of students or make decision in their best interest.	The SLP acts ethically and inconsistently makes deliberate decisions in the best interest of students, families, and colleagues.	The SLP models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.	The SLP is a leader in the school in defining, modeling, and upholding high standards of ethical practice and wise decision making that prioritize the needs of all students, especially those who have been marginalized or underserved.
Critical Attributes	**Acting with Care, Honesty, and Integrity**			
	The SLP's actions are uncaring or dishonest.	*The SLP inconsistently acts honestly and with care and integrity.*	*The SLP consistently acts honestly and with care and integrity.*	*The SLP is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and teachers to seek opportunities to practice these qualities. (i.e., remind, redirect to school-wide expectations, CHAMPS)*
	Ethical Decision Making			
	The SLP makes unwise, rushed, or heated decisions or makes decisions that are self-serving,	*The SLP seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical*	*The SLP makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.*	*The SLP is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.*
	Deliberate Action			
	The SLP fails to act on behalf of students when deliberate action is warranted.	*The SLP addresses the needs of students through their actions but may do so inconsistently or with partial success.*	*The SLP is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's values.*	*The SLP serves as a model of advocacy for students and acts as a leader in the school, identifying and working to change policies and practices that do not align with school values or may cause harm to students.*

SCHOOL NURSE

DISTRICT 86
JOLIET
PUBLIC SCHOOLS

2022 Specialist Frameworks
Adapted for Joliet Public Schools District 86 from:
The Framework for Teaching | Charlotte Danielson, 2022 | www.danielsongroup.org

DOMAIN 1	
Planning and Preparation	
1a	Planning Coherent Programs and Services
1b	Applying Knowledge of Best Practices and Service Delivery
1c	Knowing and Valuing Students
1d	Using Resources Effectively
1e	Designing and Analyzing Assessments

DOMAIN 2	
Professional Practice and Delivery of Service	
2a	Cultivating Respectful and Affirming Environments to Support Student Needs
2b	Responding with Flexibility to Student Needs
2c	Communicating with Clarity and Purpose
2d	Engaging Stakeholders in the Delivery of Services
2e	Fostering a Culture of Support and Perseverance

DOMAIN 3	
Productive Collaboration	
3a	Collaborating with Others
3b	Serving as Resource to the School Community
3c	Providing Resources and Access
3d	Maintaining Professional Standards
3e	Using Data in Planning and Delivery of Service

DOMAIN 4	
Principled Practice	
4a	Engaging Families and Communities
4b	Recording Data and Documenting Progress
4c	Growing and Developing Professionally
4d	Engaging in Reflective Practice
4e	Acting in Service of Students

The Evaluation Frameworks for Specialists are designed to promote professional growth by building a shared understanding of the complex work of specialists in their work to provide and maintain a high level of service delivery, communication, and collaboration with students, families, and the entire school community. All Evaluation Frameworks for Specialists share the same structure above; but each specialist has specific language describing their complex practice.

The Evaluation Frameworks for Specialists can be used in multiple ways:

- A tool for **self-reflection** for specialists.
- A guide used by specialists and observers to **support collaborative conversations** based on criteria.
- The critical attributes support observers in providing **specific and actionable feedback** that encourage professional learning for specialists whose services are such an integral part of student success.
- To help **identify, collect, sort, and align accurate evidence of practice**.
- Ultimately, to **promote growth** for specialists and observers alike

EVALUATION RUBRIC FOR SPECIALISTS

Domain 1: Planning and Preparation

In planning and preparation for their delivery of service, specialists focus on supporting the needs of the students, parents, and staff. Each group has unique content knowledge and expertise and possesses a deep knowledge of the needs and characteristics of the students they serve. They possess a deep understanding of resources that can be obtained and used to meet the needs of the students and school community. When planning, specialists consult the standards and rely on this knowledge base to guide them. Specialists select or design and implement assessments to document student progress, to inform future service delivery, and to guide further improvement.

Domain 2: Professional Practice and Delivery of Service

Specialists create a respectful, affirming, and supportive environment. They foster a sense of belonging and a culture where students are engaged and learn to interact respectfully. They build relationships with staff members, parents, and students creating a strong rapport. Specialists have an extensive repertoire of instructional or professional strategies. They identify appropriate, engaging strategies and realize that daily interactions and plans may require adjustment and they are responsive to change based on student and/or teacher need. In addition, they communicate clearly and accurately. As they deliver services, specialists select resources and materials aligned to meet the needs of students.

Domain 3: Productive Collaboration

The nature of specialists' role requires them to form partnerships and collaborate with families, staff, and the school community. They are skillful in establishing these relationships and understand that the interactions with others impact student learning. They understand that they are valued members of the school community, and that part of their responsibility is to assist in addressing school-wide issues. Specialists have a wide range of school-based resources that they share with staff and families. Specialists often identify resources and make them available to those who need them. In addition, they assist staff members in securing resources to meet the individual needs of students. There are times when a specialist needs to maintain confidentiality; such circumstances may be related to families, students, or staff.

Domain 4: Principled Practice

Specialists' contributions have a profound impact on the students they serve and on the entire school community. They are dedicated to ongoing learning and growth, which is characterized by reflecting on practice, recognizing successes, and identifying opportunities for improvement within the context of their work with students and the school community. "At its best and at its core, [practice] is an act of service and moral leadership rooted in an ethic of care and focused on the success of each and every student."

Adapted from Charlotte Danielson, Enhancing Professional Practice and 2022 Framework for Teaching, Danielson Group

SCHOOL NURSE - DOMAIN 1: PLANNING AND PREPARATION				
1a: Planning Coherent Programs and Services				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The program is not aligned to state/national standards, district guidelines; goals are not rigorous or are not appropriate to the school or students served; the school nurse's practice does not align to the school program.	The school nurse's practice minimally aligns to the school program; the program is partially aligned to state/national standards and district guidelines; goals only partially support the students being served.	The school nurse's practice aligns to the school program; the program is aligned to state/national standards and district guidelines; goals are rigorous, clear, and the activities are appropriate to those being served.	The program is aligned to state/national standards district guidelines; goals for are highly appropriate to the school, to the students served, and have been developed following input from students, parents, and colleagues; practice is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
Critical Attributes	**Aligned to School Program**			
	There is no plan to align nursing practice as an integral part of the school program.	*There is a basic plan that integrates the nursing practice as an integral part of the school program, but it is not effective.*	*There is an appropriate plan that integrates the nursing practice as an integral part of the school program and is effectively implemented*	*There is a collaboratively developed plan that integrates the nursing practice as an integral part of the school program, and effectively implemented*
	Aligned to Standards			
	The school nurse sets few or no goals and those that are selected are not appropriate for the students within their building; goals that are not aligned with state/national standards.	*The school nurse selects some goals that are aligned with state/ national standards and district guidelines; some goals that are appropriate for the students within their building.*	*The school nurse selects goals that are aligned with state/ national standards and district guidelines; goals that are appropriate for the students within their building.*	*The school nurse selects goals that are aligned with state/national standards/district guidelines and that display a deep knowledge of the population served; goals that represent and are appropriate for a diverse cultural and socioeconomic population found within their school.*
	Coherence			
	The program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	*The school nurse's plan has a structure and includes a number of worthwhile activities, but some of them don't fit with the broader goals.*	*The school nurse has developed a plan that includes the important aspects of the school program.*	*The school nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.*

SCHOOL NURSE - DOMAIN 1: PLANNING AND PREPARATION				
1b: Applying Knowledge of Best Practices and Service Delivery				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school nurse has little or no knowledge of best practices and/or models of delivery, and/ or they are inappropriate for the group being served or the setting in which it is implemented.	The school nurse has partial knowledge of best practices and/or models of services that will meet the needs of most of those being served.	The school nurse has solid knowledge of best practices and/or models of delivery of and the selected practices are appropriate to those being served.	The school nurse has deep knowledge of the practices/ models of delivery which are appropriate to those being served and extend into applications in the school/district community.
Critical Attributes	**Nursing Process**			
	The school nurse is unable to utilize the nursing process (assessment, diagnosis, planning, implementation, and evaluation) when planning student care.	*The school nurse demonstrates basic understanding of the nursing process and best practices in school nursing.*	*The school nurse demonstrates solid knowledge of the nursing process and can explain how health care plans utilize the steps in the nursing process; they understand best practices and incorporate them into planning for all students*	*The school nurse shares expertise with colleagues to enhance and promote consistency within the school/district regarding planning for students' health care needs.*
	Multidisciplinary Connections			
	The school nurse is unaware of members of the multidisciplinary team(s) in the school.	*The school nurse is aware of other members of multidisciplinary teams but does not seek input from team members in planning for health care interventions*	*The school nurse is aware of other members of multidisciplinary teams and seeks input in planning for healthcare interventions.*	*The school nurse consistently collaborates with members of multidisciplinary team(s) in planning for healthcare interventions.*
	Evidence-Based Content Knowledge			
	The school nurse does not participate in activities to remain current in school health practice.	*The school nurse is involved in educational activities related to school health practice but is unable to effectively apply pertinent information.*	*The school nurse stays abreast of current health and nursing issues and applies knowledge and current research to their practice.*	*The school nurse initiates innovative ideas that improve practice/program. Develops and presents training materials for colleagues and staff, and/or conducts and implements research to support evidence-based nursing practice.*

SCHOOL NURSE - DOMAIN 1: PLANNING AND PREPARATION				
1c: Knowing and Valuing Students				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school nurse lacks sufficient knowledge of the developmental, learning, social, and cultural needs of students to care and support students.	The school nurse demonstrates partial knowledge of the developmental, learning, social, and cultural needs of students.	The school nurse demonstrates an understanding of cultural needs and knowledge of the developmental, learning, social, and of the students and the exceptions to the general patterns, and the extent to which individual students follow the general patterns.	The school nurse demonstrates extensive knowledge of child/adolescent development and incorporates knowledge of students' cultures and identities into planning.
Critical Attributes	**Respect for Students' Identities**			
	The school nurse is not aware of or pays little attention to students' race, culture, or identity.	*The school nurse applies knowledge of students' race, culture, and identities and in planning and preparation with limited success.*	*The school nurse successfully incorporates knowledge of students' race, culture, and identities into planning and preparation.*	*The school nurse recognizes students' race, culture, and unique identities; is cultural responsiveness and explores additional ways to ensure all students feel welcome.*
	Understanding of Students' Current Status			
	Does not access student's demographic data and health history to aid in physical assessment.	*Utilizes available student data occasionally to aid in performing a physical assessment of the student.*	*Consistently utilizes available student information databases and health records to aid in performing a physical assessment.*	*Consistently utilizes available student information databases and health records, and seeks input from teachers and other relevant personnel, to aid in completing a physical assessment.*
	Knowledge of Whole Child Development			
	The school nurse does not attend to or have understanding of students' cognitive, social, emotional, and character development.	*The school nurse's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success.*	*The school nurse's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.*	*The school nurse deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.*

	Knowledge of Factors that Impact the Learning Process			
	Little or no identification of medical and emotional factors that interfere with learning.	*Partially identifies medical and emotional factors that interfere with learning.*	*Accurately identifies medical and emotional factors that interfere with learning.*	*Consistently identifies medical and emotional factors that interfere with learning and shares with families, students and/or teachers.*

SCHOOL NURSE - DOMAIN 1: PLANNING AND PREPARATION				
1d: Using Resources Effectively				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school nurse has little to no knowledge of how to select and/or access resources to support the program and understanding of the program are demonstrated.	The school nurse has partial knowledge of how to select and/or access the resources and an emerging understanding of how the resources support the needs of the program.	The school nurse has a solid knowledge of the resources available and how to access them and they are used to extend knowledge of the program at the building level.	The school nurse has deep knowledge of the resources available and an understanding of how to access them within the school community and beyond and they are used to extend the knowledge of the program beyond the school setting.
Critical Attributes	**Suitable materials to support goals**			
	The school nurse fails to provide materials or resources that support the goals of the program to students.	*The school nurse provides a limited amount of materials and resources that are suitable for the students and support the stated goals of service*	*The school nurse provides materials and resources that are suitable for the students and support the stated goals of service.*	*The school nurse provides materials and resources within and beyond the school setting that are suitable for the students and support the stated goals of service; they actively seek to locate additional materials and resources and evaluates their effectiveness in supporting the school community.*
	Technology enhances service delivery			
	The school nurse fails to use technology to enhance service delivery.	*The school nurse makes limited use of technology to enhance service delivery.*	*The school nurse uses technology to enhance service delivery.*	*The school nurse uses a broad range of technology to enhance service delivery.*

SCHOOL NURSE - DOMAIN 1: PLANNING AND PREPARATION				
1e: Designing and Analyzing Assessments				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Health assessment tools are inappropriate and/or not used in planning.	Health assessment tools are appropriate, and they are partially used in planning.	Health assessment tools are appropriate and clearly used in planning and the results are shared with staff, when appropriate.	There are multiple health assessment tools that are appropriate, and they are used in planning and are shared with a variety of groups beyond the school where appropriate.
Critical Attributes	**Health assessments fully aligned with goals for services**			
	The school nurse either does not create and/or selects health assessments that are not aligned with goals for services.	*The school nurse creates and/or selects health assessments that are partially aligned with goals for services.*	*The school nurse creates and/or selects health assessments that are fully aligned with goals for services. .*	*The school nurse creates and/or selects health assessments that are fully aligned with goals for services and can validate the use of the selected assessments through state and national standards.*
	Health assessments to monitor progress			
	The school nurse fails to plan for the use of health assessments to monitor student progress.	*The school nurse occasionally plans for the use of health assessments to sporadically monitor student progress.*	*The school nurse plans for the use of health assessments to closely monitor student progress.*	*The school nurse plans for the use of health assessments to closely monitor student progress and anticipates future needs based off of the monitoring process.*
	Health assessment data			
	The school nurse is unfamiliar with a broad array of health assessment data related to the students served and/or fails to use data to design services for groups and or individual students.	*The school nurse has limited knowledge of a broad array of health assessment data related to the students served and occasionally uses data to design services for groups and/or individual students.*	*The school nurse is familiar with a broad array of health assessment data related to the students served and uses data to design services for groups and or individual student; they share data with school staff, as appropriate.*	*The school nurse is familiar with and utilizes a broad array of health assessment data related to the students served and consistently uses data to design services for groups and or individual students; they share data with stakeholders, as appropriate.*

SCHOOL NURSE - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2a: Cultivating Respectful and Affirming Environments to Support Student Needs				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	Interaction with at least some staff and students is negative, disrespectful, demeaning, sarcastic, or inappropriate.	Interactions with staff and students are generally appropriate but may indicate a disregard for the needs of the stakeholders and/or their culture.	Interactions are friendly and demonstrate general caring and respect. Interactions are appropriate to the age and culture of the students and stakeholders, and they exhibit respect for the school nurse. Interactions in settings between students and stakeholders are generally polite and respectful.	Interactions with students/ stakeholders reflect genuine respect and caring for individuals as well as the group. Students and stakeholders appear to trust the school nurse with sensitive information.
Critical Attributes	**Positive Relationships**			
	Interactions, both between the school nurse and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	*Interactions, both between the school nurse and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.*	*Interactions, both between the school nurse and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.*	*Patterns of interacting are culturally responsive; the nurse's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.*
	Sense of Belonging			
	The nursing environment is not welcoming.	*The school nurse attempts to create an environment that is welcoming to students, parents and/or stakeholders.*	*The nursing environment is welcoming to students and stakeholders.*	*The nursing environment is comforting and reflects genuine caring for all.*
	Cultural Responsiveness			
	Interactions with the school nurse and/or the nursing environment do not reflect sensitivity to the needs, cultural diversity, socioeconomic status, or developmental appropriateness	*Interactions with the school nurse and/or the nursing environment reflects some sensitivity to the needs, cultural diversity, socioeconomic status, and developmental appropriateness.*	*Interactions with the school nurse and the nursing environment reflects sensitivity to the needs, cultural diversity, the socioeconomic status, and developmental appropriateness.*	*Interactions with the school nurse and the nursing environment accurately and fully demonstrate sensitivity to the needs, cultural diversity, socioeconomic status, and developmental appropriateness.*

SCHOOL NURSE - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2b: Responding with Flexibility to Student Needs				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The school nurse rigidly adheres to their plan, even when change is clearly needed. The school nurse brushes aside concerns or questions of the students and / or stakeholders. When the program is not successful the school nurse blames the students and/or stakeholders or the environment.	The school nurse attempts to adjust the program when needed with partial success. The school nurse attempts to accommodate the concerns and questions of the students/ stakeholders with partial success. The school nurse accepts responsibility for the program but has a limited repertoire of strategies.	The school nurse makes minor adjustments to the program, which enhances the success. The school nurse successfully accommodates questions for the students/ stakeholders. The school nurse accepts responsibility for the program and works to include students/ stakeholders who are resistant. The school nurse has a broad repertoire of strategies.	The school nurse makes major adjustments to the program when needed to guarantee the effectiveness of the program. The school nurse seizes the opportunity to enhance the program through work with others. The school nurse persists in seeking effective approaches for students/ stakeholders, has a broad repertoire of strategies, and solicits additional resources for the program.
Critical Attributes	**Student Support**			
	The school nurse ignores indications that there is a lack of student understanding.	*The school nurse attempts to incorporate student needs and interests into the service or session.*	*The school nurse consistently includes student needs and interests into the service.*	*The school nurse includes student needs and interests and uses teachable moments to enhance their service when possible.*
	Perseverance			
	The school nurse does not attempt to adjust the services in response to students' lack of understanding.	*The school nurse makes minimal attempts to adjust the services in response to students' lack of understanding.*	*In reflecting on practice, the school nurse tries multiple approaches to meet the needs of the student.*	*The school nurse consistently adapts the plan of care, responds effectively to scheduled and unscheduled changes throughout the school day and communicates any changes appropriately to the school community.*
	Responsiveness			
	The school nurse blames students, stakeholders, or the environment when the program is not successful. Students have little or no agency.	*The school nurse attempts to answer student questions or concerns, but also demonstrates some uncertainty as to how to assist the student. Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent.*	*The school nurse consistently seeks input from students; conveys and uses other approaches when students' have trouble.*	*Students and stakeholders feel comfortable initiating questions and making suggestions to the school nurse; student and stakeholders' input is considered and included into service whenever possible.*

SCHOOL NURSE - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2c: Communicating with Clarity and Purpose				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The purpose of the communication is unclear or confusing to the students / stakeholders.	The purpose of the communication is vague with clarifications after initial response from students/ stakeholders. The explanation is uneven and may be difficult to follow.	The purpose of the communication is clear to all and the content is appropriate and connects with students'/ stakeholders' knowledge and experience.	The purpose of the communication is clear to all, and the content is differentiated to meet the needs of the receivers of the information; follow-up to ensure the communication was received as intended, as appropriate.
Critical Attributes	**Procedures are Clear and Understood**			
	The school nurse's written or spoken directions are unclear to students or are presented in terms that are not age appropriate.	*The school nurse provides adequate directions; but information is not age appropriate.*	*The school nurse provides directions in age-appropriate terms that are clear and concise.*	*The directions are clear to all, and the content is differentiated to meet the needs of the students and stakeholders.*
	Explanations are Accurate and Appropriate			
	The school nurse does not attempt to connect previous experiences to current learning.	*The school nurse occasionally uses previous experiences to connect to current learning.*	*The school nurse uses previous experiences to connect to current learning.*	*The student recalls previous experiences and applies them to present learning.*
	Self-Monitoring, Reflection, and Collective Responsibility			
	The school nurse does not request confirmation of understanding from students.	*The school nurse requests confirmation of understanding from students.*	*The school nurse requests a return demonstration or verbalization to assess effectiveness of student understanding of directions and/or procedures.*	*The student returns a demonstration or verbalizes an understanding of directions or procedures without prompting.*

SCHOOL NURSE - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2d: Delivery of Services				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The setting is not safe and/ or some students/stakeholders do not have appropriate access to services. Considerable time is lost in delivery of services due to the managing of procedures by the school nurse. Routines are ineffective resulting in significant loss of time. Behavioral expectations are not clearly established and result in loss of time.	The setting is safe, and at least essential services are accessible to most students/ stakeholders. Some time is lost in the delivery of services due to the managing of procedures by the school nurse. Routines function moderately well with some loss of time. Behavioral expectations may be established but are not consistent.	The setting is safe, and the services are equally accessible to all students /stakeholders. Effective systems for the delivery of services result in little loss of time. Routines occur smoothly with little loss of time. Behavioral expectations are established and generally consistent.	The school nurse advocates for accessibility of services for all students/stakeholders. Systems for performing delivery of services are well established and optimize the time for services. Routines are seamless and optimize the time for delivery of services. Behavioral expectations are well established and consistent. Models of delivery are well established and reflect the high involvement of the school nurse within and outside of the school setting.
Critical Attributes	**Clearly established expectations**			
	The school nurse has no clearly established procedures and/or are unaware of expectations.	*Behavioral expectations are present but not modified for the nurse's office. Office procedures are not clearly stated or followed.*	*Behavioral expectations are clearly established, and students are aware of expectations.*	*Behavioral expectations are clearly established and consistent with student identified needs. Students are fully aware of the expectations and conform to established expectations.*
	Safe workspace			
	The school nurse's office is unsafe and/or inaccessible to students. Medications and/or nursing supplies are not secure and are easily accessed by the non-supervised students, as appropriate. No emergency equipment is available.	*Medication is secure but nursing supplies are accessible without supervision, as appropriate. Emergency equipment is present but not easily accessible or identified.*	*The school nurse's office is safe and equally accessible to students. The school nurse maintains the security of medication and nursing supplies, as appropriate. Emergency equipment is easily accessible and clearly identified.*	*The school nurse's office is safe and promotes accessibility for all students in accordance with identified needs. All medications and nursing supplies are secure and not accessed by students, as appropriate. Emergency equipment is clearly displayed and easily accessible when necessary.*

	Effective procedures			
	There is prolonged loss of instructional time for students due to a lack of established procedures or inefficient procedures.	*Procedures are established but inconsistently implemented by the school nurse resulting in some loss of instructional time.*	*Procedures are established for rapid and efficient needs assessment to limit out of class time.*	*Procedures are clearly established and well communicated to promote rapid and highly efficient needs assessment to reduce out of classroom instructional time.*

SCHOOL NURSE - DOMAIN 2: PROFESSIONAL PRACTICE and DELIVERY of SERVICE				
2e: Fostering a Culture of Support and Perseverance				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school nurse lacks understanding of the importance of a school environment in which students feel safe, connected, and experience a caring relationship.	The school nurse has some awareness of the importance of a school environment in which students feel safe, connected, and experience a caring relationship and the importance of modeling empathy	The school nurse models empathy and applies their knowledge of the importance of a school environment in which students feel safe, connected, and experience a caring relationship	The school nurse models empathy and members of the school community consult with the school nurse surrounding the importance of a school environment in which students feel safe, connected, and experience a caring relationship.
Critical Attributes	**Fostering a culture of wellness**			
	The school nurse makes no attempt to establish a culture for health and wellness in the school as a whole or among students or among teachers.	*The school nurse's attempts to promote a culture throughout the school for health and wellness are partially successful.*	*The school nurse promotes a culture throughout the school for health and wellness.*	*The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.*
	Accommodations			
	The school nurse does not make accommodations for differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	*The school nurse makes some accommodations for differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.*	*The school nurse uses appropriate practices, including tiered directions, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.*	*The school nurse uses appropriate practices, including tiered directions, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners; collaborate with stakeholders to ensure the effectiveness of accommodations, as appropriate.*
	Promoting self-efficacy and self-advocacy			
	The school nurse does not create experiences that guide students to identify their strengths, interests, and needs; encourages them to advocate for themselves by asking for support when appropriate.	*The school nurse inconsistently creates experiences that guide students to identify their strengths, interests, and needs; encourages them to advocate for themselves by asking for support when appropriate.*	*The school nurse consistently creates experiences that guide students to identify their strengths, interests, and needs; encourages them to advocate for themselves by asking for support when appropriate and challenge themselves to succeed.*	*The school nurse and students co-create consistently creates experiences that guide students to identify their strengths, interests, and needs; encourages them to advocate for themselves by asking for support when appropriate and challenge themselves to succeed.*

SCHOOL NURSE - DOMAIN 3: PRODUCTIVE COLLABORATION				
3a: Collaborating with Others				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school nurse declines or resists collaboration with others in the design of the program to meet the needs of the school.	The school nurse collaborates with others in the design of the program but is only partially successful in meeting the needs of the school.	The school nurse collaborates with others in the design of the plan and meeting the needs of the school.	The school nurse collaborates with others in the design of the plan and seeks input from all levels to assure the needs of the school are being met.
Critical Attributes	**Collaborates with others to meet the needs of students**			
	The school nurse does not share their expertise with members of the school community.	*The school nurse minimally collaborates when directed to, but not willingly share their expertise with members of the school community.*	*The school nurse frequently collaborates with teachers, administrators, and other specialists to shares their expertise and aligning the needs and resources for students and school.*	*The school nurse extends their expertise by seeking input from colleagues and stakeholders on strategies and resources for meeting student needs.*
	Participates in committees to ensure student needs are appropriately addressed			
	The school nurse declines opportunities to participate or collaborate with teachers, administrators, and other specialists.	*The school nurse attends mandatory meetings but offers no/little input into the discussion.*	*The school nurse participates in committees appropriate to student needs.*	*The school nurse initiates membership and holds a leadership role on committees benefitting student and the school.*
	Partners with external agencies to provide integrated services to meet student needs			
	The school nurse is not aware of or does not partner with external agencies.	*The school nurse is somewhat aware of external agencies but has only minimal interaction or when required to do so.*	*The school nurse is aware of external agencies, forms positive partnerships with them to meet the needs of students, families, and the school community.*	*The school nurse participates on district and external teams/committees and seeks out partnerships with external agencies that benefit students, families, and the school community.*

SCHOOL NURSE - DOMAIN 3: PRODUCTIVE COLLABORATION				
3b: Serving as a Resource and Contributing to School Community and Culture				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school nurse declines or resists serving as a consultant to the school community.	The school nurse serves as a consultant to the school community, but the services may be inconsistent.	The school nurse serves as a consultant to the school community and shares expertise with others frequently.	The school nurse serves as a consultant to the school community and seeks ways to share expertise within the school setting and beyond.
Critical Attributes	**Responsiveness to School Community**			
	The school nurse refuses to respond staff concerns.	*The school nurse responds to health-related inquiries from staff or does not respond in a timely fashion.*	*The school nurse encourages and responds to health-related inquiries from staff.*	*The school nurse provides health education and promotion programs for staff and students.*
	Shares Information About Services			
	The school nurse fails to provide materials with accurate information.	*The school nurse fails to consistently maintain or update staff on materials with accurate information.*	*The school nurse maintains or updates staff on relevant health related materials with accurate information.*	*The school nurse educates the staff and students about the role of the school nurse in order to more effectively communicate nursing decisions.*
	Seeks Opportunities to Provide Expertise			
	Students and staff must seek out the school nurse for health information.	*The school nurse utilizes only one format to communicate health information.*	*The school nurse seeks opportunities to gain knowledge of health needs in the school and community.*	*The school nurse collaborates with staff about wellness education and health promotion programs for staff and students.*

SCHOOL NURSE - DOMAIN 3: PRODUCTIVE COLLABORATION				
3d: Maintaining Professional Standards				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school nurse resists application of professional standards and may select inappropriate means of delivering the program and/or does not follow established procedures and guidelines.	The school nurse applies professional standards inconsistently and may at times select inappropriate means of delivering the program and/or does not follow established procedures and guidelines.	The school nurse applies professional standards consistently in the school setting, follows all established procedures and guidelines and shares findings, as appropriate.	The school nurse assumes a leadership role in applying standards, procedures, and guidelines; draws from a broad repertoire of strategies and shares expertise and findings with others, as appropriate.
Critical Attributes	**Follows standards and guidelines**			
	The school nurse rarely performs services in accordance with district/ school procedures and guidelines and for national, state, and local standards of practice.	*The school nurse performs services in accordance with district/school procedures and guidelines and /or national, state, and local standards of practice most of the time.*	*The school nurse consistently performs services in accordance with district/ school procedures and guidelines and national, state, and local standards.*	*The school nurse demonstrates leadership in applying services in accordance with district/ school procedures and guidelines and national, state, and local standards.*
	Confidentiality			
	The school nurse does not maintain confidentiality.	*The school nurse attempts to maintain confidentiality but is only partially effective.*	*The school nurse consistently maintains confidentiality.*	*The school nurse consistently maintains confidentiality and is proactive in communicating the importance of maintaining confidentiality with stakeholders.*
	Emergency Preparedness			
	The school nurse lacks knowledge and understanding of emergency plans for the school and district.	*School nurse displays the school's emergency plans but does not have a deep understanding of them and has no contingency plans for emergency situations.*	*School nurse has a deep understanding of the school's emergency plans and plays and active role in ensuring the staff and students understand their responsibilities in emergency situations.*	*School nurse has a deep understanding of the school's emergency plans and plays and active role in ensuring the staff and students understand their responsibilities in emergency situations; the nurse collaborates with others as appropriate.*
	Current Trends in Practice			
	The school nurse is not aware of professional publications related to best practices in school nursing and health care.	*The school nurse is aware of professional publications related to best practices in school nursing and health care.*	*The school nurse studies current trends in their professional practice.*	*The school nurse uses current evidence-based practice utilizing available professional literature.*

SCHOOL NURSE - DOMAIN 3: PRODUCTIVE COLLABORATION				
3e: Using Data in Planning and Delivery of Service				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school nurse fails to seek and use data to inform the planning and delivery of services to the school and/or the data is in disarray.	The school nurse seeks and uses data to inform some aspects of planning and delivery of services, but implementation is inconsistent.	The school nurse seeks and consistently uses data to inform all aspects of planning and delivery of services.	The school nurse seeks and consistently uses data to inform planning and delivery of services and shares the data with others as appropriate to enhance the services provided to students and stakeholders
Critical Attributes	**Assessment Data Collection**			
	The school nurse rarely collects or data for planning or delivery of services.	*The school nurse collects minimal student data or utilizes student data that is partially complete.*	*The school nurse consistently collects and uses the nursing process to guide the collection of clear, complete, and accurate data.*	*The school nurse collects pertinent data including, but not limited to, demographics, physical, psychosocial, and emotional data in a systematic, ongoing process.*
	Data Driven Decision Making			
	The school nurse rarely uses data for planning or delivery of services; decisions are made without consulting and including data.	*The school nurse's data collection methods are unclear; decisions and plans related to health care are sometimes based on data collection.*	*The school nurse consistently utilizes data to determine progress and make adjustments in practice.*	*The school nurse consistently utilizes data to determine progress and make adjustments in practice and identifies additional opportunities to improve the data collection process to inform decisions.*
	Assessment Data Sharing			
	The school nurse cannot provide a rationale for nursing interventions.	*The school nurse inconsistently shares data appropriately with multi-disciplinary teams.*	*The school nurse shares data appropriately with multi-disciplinary teams.*	*The school nurse engages the student and/or multidisciplinary team members in data collection.*

SCHOOL NURSE - DOMAIN 4: PRINCIPLED PRACTICE				
4a: Engaging Families and Communities				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school nurse does not engage students' families, engages them infrequently, or does so disrespectfully.	The school nurse makes some efforts to engage families and does so in a respectful manner.	The school nurse's engagement of families and the community is respectful, culturally responsive, and demonstrates a clear value for the role they play in the student's welfare.	The school nurse's engagement of students and families focuses on supporting the wellness of each student, especially students who have been marginalized.
Critical Attributes	**Respect and Cultural Competence**			
	The school nurse rarely demonstrates cultural empathy and sensitivity when communicating with families and/or attempting to obtain parent input for program input.	*The school nurse is inconsistent in demonstrating cultural empathy and sensitivity when communicating with families and/or attempting to obtain parent input for program improvement.*	*The school nurse demonstrates cultural empathy and sensitivity when communicating with parents and is successful in obtaining parent input for program improvement.*	*The nurse, students, and families partner together to support student wellness in a manner that honors the contributions of all and focuses on meeting the needs of students.*
	Communicating with Families			
	The school nurse provides little or no information about the program to families or students. The communication with others may be inappropriate and insensitive. The communication is not provided in a timely manner.	*The school nurse participates in required activities related to communication but offers little additional information; responses to families/students are minimal; the school nurse makes modest and partially successful attempts to engage families and others in the program; information is provided in a timely manner.*	*The school nurse provides frequent information to families and students about the program; communication about progress and other related information is on a regular basis and addresses the concerns of the families; the school nurse is successful in engaging others within the school in the program; information is provided in a timely manner.*	*The school nurse provides frequent information about the program and seeks additional input on how to improve the program; communication about progress and other related information is frequent and addresses the concerns of the families; the school nurse is successful in engaging the program both inside the school setting and beyond; information is provided in a timely manner and is thorough.*

	Maintaining Confidentiality			
	The school nurse does not apply regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications.	*The school nurse is inconsistent in applying regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications*	*The school nurse applies regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications.*	*The school nurse consistently applies regulations pertaining to privacy and confidentiality to maintain the rights of individual students and families in all communications.*

SCHOOL NURSE - DOMAIN 4: PRINCIPLED PRACTICE				
4b: Recording Data and Documenting Progress				
	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
RUBRIC	The school nurse does not have a system in place to ensure reports, records, and documentation are timely, accurate, complete, and accessible.	The school nurse prepares reports, records, and documentation which are generally accurate but does not have a system in place to ensure effectiveness.	The school nurse has a system in place that is efficient and effective; ensuring reports, records and documentation are complete, accurate, relevant, and accessible; the school nurse reflects on ways to continually improve efficiency and effectiveness.	The school nurse's approach to record keeping is highly systematic and efficient, the school nurse reflects, analyzes progress, collaborates with others, toward continuous improvement, which serves as a model for colleagues across the school.
Critical Attributes	**Efficient Systems**			
	There is no system for documenting and maintaining student health information, the system is ineffective and inefficient, or it does not provide complete, accurate, or relevant information.	*The school nurse has a system for documenting and maintaining student health information, but it is not always efficient and effective; the information is not always complete, accurate or relevant.*	*The school nurse has an efficient and effective system in place for documenting and maintaining student health information; information is accessible, complete, accurate and relevant.*	*The school nurse has an efficient and effective system in place for documenting and maintaining student health information; information is accessible, complete, accurate and relevant; collaborates with others about improvements and adjusts as appropriate.*
	Preparing and Submitting Timely Reports			
	The school nurse attempts. but does not prepare or submit accurate, understandable, and comprehensive reports in a timely manner.	*The school nurse prepares and submits partially accurate, understandable, and comprehensive reports; inconsistently submitted on time.*	*The school nurse honors timelines, consistently prepares and submit accurate, understandable, and comprehensive reports in a timely manner.*	*The school nurse initiates communication with others well ahead of report deadlines, collaborates with others; consistently prepares and submit accurate, understandable, and comprehensive reports that serve as a model for others.*
	Maintaining Reliable Records			
	The school nurse does not have systems for tracking student information or other health records, or the systems are inaccurate, confusing, or inaccessible.	*The school nurse has systems for tracking student information and other health records, but they are partially inaccurate or may not be comprehensive.*	*The school nurse has accurate and accessible systems for tracking student information and other health records; they use these systems efficiently and effectively.*	*The school nurse's systems are consistently accurate and effective; collaborates with others about improvements and adjusts as appropriate.*

SCHOOL NURSE - DOMAIN 4: PRINCIPLED PRACTICE				
4c: Growing and Developing Professionally				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school nurse does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	The school nurse engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is often determined or directed by others.	The school nurse directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.	The school nurse appropriately exercises autonomy to direct professional learning for themselves and their peers, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.
Critical Attributes	**Curiosity and Autonomy**			
	The school nurse demonstrates little or no interest in professional learning and takes no initiative to improve.	*The school nurse engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth.*	*The school nurse regularly seeks out and identifies high-quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.*	*The school nurse takes a leadership role in the school, directing their own and others' learning as appropriate based on an inquiry-driven approach that prioritizes the needs of students.*
	Developing Cultural Competence			
	The school nurse demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences.	*The school nurse has some cultural knowledge, is developing understanding of the values and beliefs of other cultures and is beginning to engage in the reflective work necessary to become more culturally competent.*	*The school nurse accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and structural inequities on students' success.*	*The school nurse demonstrates cultural competence, is continually assessing and developing their own knowledge and skills and leads other in the school community to develop new approaches that value differences and address inequities.*
	Enhancing Knowledge and Skills			
	The school nurse does not stay current on practice.	*The school nurse engages in activities designed specifically to strengthen knowledge and deeper understanding of practice.*	*The school nurse takes initiative in deepening knowledge and understanding practice in collaboration with colleagues.*	*The school nurse is an expert and leader in understanding and continuously improving and refining their knowledge and practice.*

	Seeking and Acting on Feedback			
	The school nurse resists discussing feedback on their practice or ignores feedback that is given.	*The school nurse accepts and acts on feedback given by colleagues.*	*The school nurse invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.*	*The school nurse takes a leadership role in the school in supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback.*

SCHOOL NURSE - DOMAIN 4: PRINCIPLED PRACTICE				
4d: Engaging in Reflective Practice				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school nurse does not appear to engage in reflective practice, or the reflections are inaccurate or self-serving.	The school nurse's reflective practice leads to some accurate assessment of practice but does not follow through with analysis and changes to practice.	The school nurse's reflective practice, based on consideration of evidence, leads to an accurate assessment of practice and results in specific changes and adjustments.	The school nurse consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of practice, exploration of new ideas and approaches, and ongoing changes to practice and mindsets focused on supporting students who need it most.
Critical Attributes	**Self-Assessment of Practice**			
	The school nurse does not reflect on experiences or draws inaccurate or incomplete conclusions about their success.	*The school nurse has a partially accurate but incomplete sense about whether practices were successful or had the desired impact on the effectiveness of the health office and student wellness.*	*The school nurse draws on evidence to assess the effectiveness of specific elements of practice and their impact on the effectiveness of the health office and student wellness.*	*The school nurse's assessment of practice is based on multiple sources of evidence, leads to a thoughtful and accurate analysis, and addresses the specific impact of elements of practice on the effectiveness of the health office and student wellness.*
	Analysis and Discovery			
	The school nurse does not or is unable to analyze their impact on students and/or makes no suggestions for growth or improvement.	*The school nurse analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindsets or beliefs, and/or be willing to explore new strategies or ideas.*	*The school nurse analyzes the impact of their own actions and beliefs on students, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance practice.*	*The school nurse critically analyzes the impact of practices, values, and beliefs on students and consistently focuses on acquiring new knowledge and skills to enhance practice, prioritizing improvement for students who need it the most.*

	Application and Continuous Improvement			
	The school nurse does not plan for or consider opportunities to improve practice.	*Based on reflection, the school nurse has some plans for future action that will better support students.*	*Based on reflection, the school nurse considers multiple paths forward, communicates a commitment to improving services for all students, and plans and implements improvements.*	*Based on reflection, the school nurse focuses on the best course of action for to improve service to students, demonstrates perseverance in the face of challenges, implements new ideas and strategies and continues to reflect on and analyze the results.*

SCHOOL NURSE - DOMAIN 4: PRINCIPLED PRACTICE				
4e: Acting in Service of Students				
RUBRIC	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	The school nurse acts unethically and does not understand the needs of students or make decisions in their best interest.	The school nurse acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.	The school nurse models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.	The school nurse is a leader in the school in defining, modeling, and upholding high standards of ethical practice and wise decision making that prioritize the needs of all students, especially those who have been marginalized or underserved.
Critical Attributes	**Acting with Care, Honesty, and Integrity**			
	The school nurse's actions are uncaring or dishonest.	*The school nurse acts honestly and with care and integrity.*	*The school nurse is known for and looked to as a model of care, honesty, and integrity.*	*The school nurse is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and others to seek opportunities to develop these qualities.*
	Ethical Decision Makin			
	The school nurse makes unwise, rushed, or heated decisions or makes decisions that are self-serving.	*The school nurse seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical*	*The school nurse makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.*	*The school nurse is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.*
	Deliberate Action			
	The school nurse fails to act on behalf of students when deliberate action is warranted.	*The school nurse addresses the needs of students through their actions but may do so inconsistently or with partial success.*	*The school nurse is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the district's values.*	*The school nurse serves as a model of advocacy for students and acts as a leader in the school, identifying and working to change policies and practices that do not align with district values or may cause harm to students.*