

# **South Burlington School District Differentiated Evaluation And Supervision System for Educators**

- Revised Process 2015-16
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# South Burlington School District

## Differentiated Evaluation and Supervision System for Educators

### II. Introduction

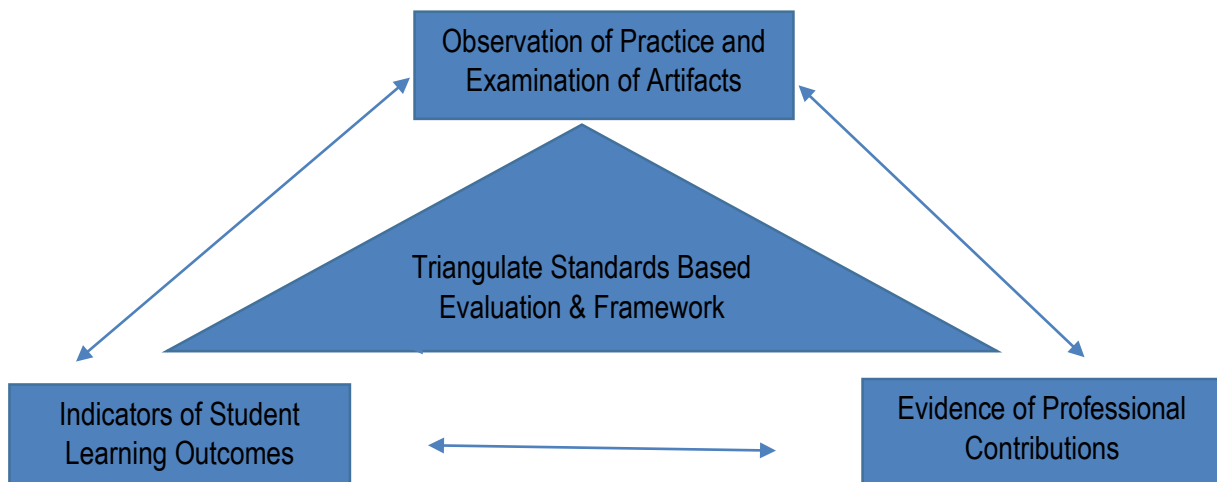
The **SBSD Differentiated Evaluation and Supervision System**, was fully implemented in the Fall 2003.

This revision is based on best practice for education as outlined in such documents as: Common Core State Standards for students, the requirements of the 2014 Education Quality Standards (EQS), and the Core Teaching and Leadership Standards for Vermont Educators. Section 2121.4 (“Staff Evaluation”) of the EQS states:

Staff evaluation programs and policies shall be designed and implemented with the goal of improved student outcomes. Such programs and policies shall:

- be consistent with the provisions of state and federal law and the Vermont Guidelines of Teacher and Leader Effectiveness adopted by the State Board of Education;
- include multiple sources of evidence to inform and measure teacher performance;
- address the professional learning needs of all staff, including administrators;
- address the needs of teachers who are new to the profession, the assignment, or the school;
- provide supports to improve instructional practice, content knowledge, working relationships (with colleagues, parents and community members), and other areas as appropriate.”

### III. Teacher Evaluation Framework



**The SBSD Differentiated Evaluation and Supervision System** uses the research and ongoing work of Charlotte Danielson, as documented in her publication, Implementing the Framework for Teaching in Enhancing Professional Practice, ASCD, 2009, to measure performance against standard Components of Professional Practice. In addition, the South Burlington School District has developed domains and feedback forms to better reflect established standards in the specialized fields (Guidance Counselors, School Librarians, School Nurses, and Special Educators).

**The Components of Professional Practice** is comprised of four domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Within each domain are specific components, each component is further defined with elements or indicators, with levels of performance to guide practice. (See the Appendix for specific information.)

**Common themes** apply to components of the framework and are reflected in the entire instructional cycle. They are *Equity, Cultural Sensitivity, High Expectations, Developmental Appropriateness, Accommodating Students with Special Needs, and Appropriate Use of Technology*. A description of the themes and the connection to the different domains and components is explained on page 40 of the Appendix.

#### **IV. Rationale:**

The rationale of the program is to promote continuous professional growth with the purpose of improving student learning. Teachers in the SBSD will be supervised and evaluated on the components for professional practice which are included in four domains:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

#### **V. Goal Setting**

All teachers will participate in annual goal setting. Goals will be established collaboratively by the teacher and administrator/supervisor and may include colleague(s). A minimum of two (2) and no more than four (4) goals will be established. Teachers will link their goal setting to the *Core Teaching Standards for Vermont Educators: The Learner and Learning, Content Knowledge and Skills, Instructional Practice and Professional Responsibility*. (See the complete standards and indicators in the Appendix.) Teacher growth goals will relate to the Core Teaching Standards and support the accomplishment of department, school and District goals. Using the Professional Growth Plan, goals should be clearly and specifically stated with evidence/indicators of attainment that clearly show how goal achievement is determined.

South Burlington School District's differentiated supervision and evaluation system recognizes that each teacher has different needs in addressing their professional growth and development. Therefore, the following components are included in the supervision and evaluation system:

**Teacher Evaluation I (New/Probationary Teachers):** For a new teacher in their first two (2) years of employment in SBSD (including a one-year teaching contract) or a teacher teaching under a new endorsement. This two-year evaluation process requires three (3) classroom observations and



conferencing sessions. Upon completion of the first evaluation year, an Administrator may place a Level II teacher who continues on with District employment into the regular evaluation process (Evaluation II). A mentor must be provided to each new teacher for at least a year to provide additional support outside the evaluation process.

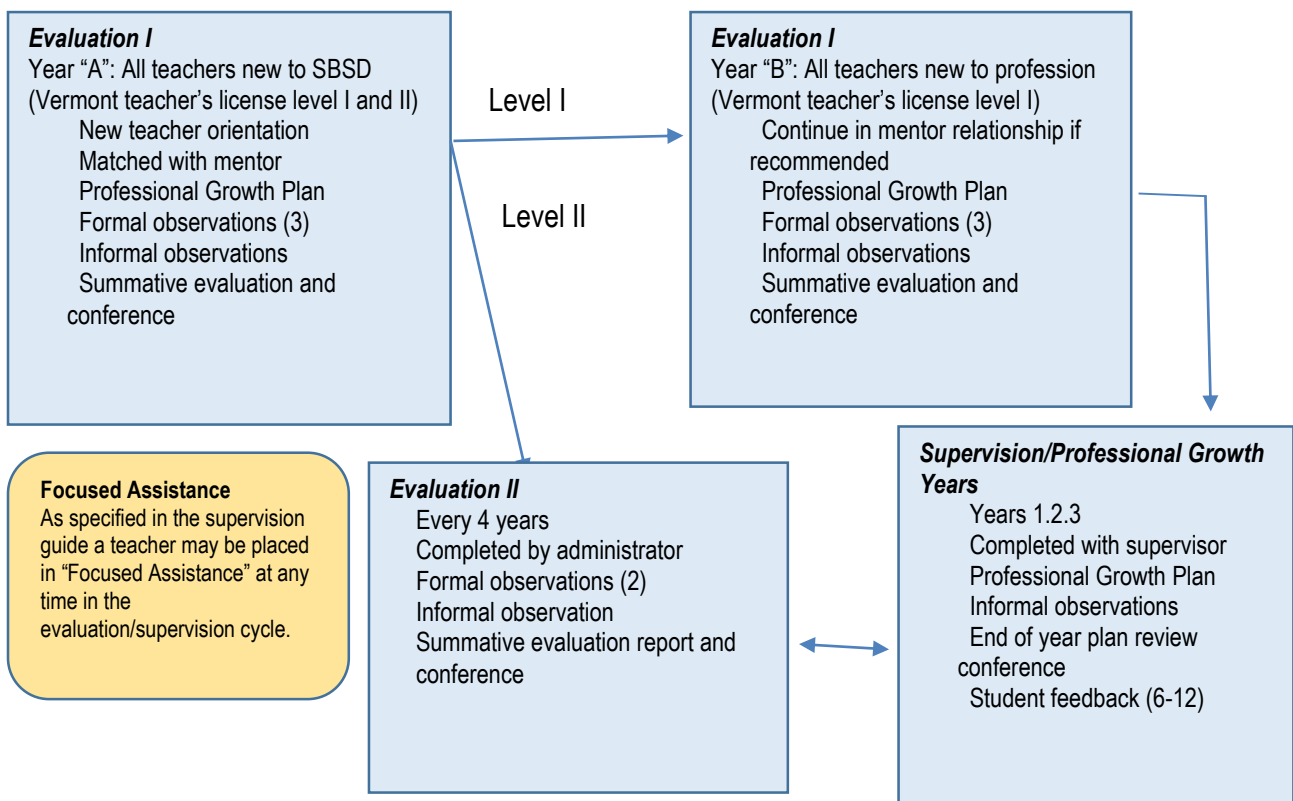
**Teacher Evaluation II:** This cycle is for a teacher who has been employed in SBSD for more than two (2) consecutive years, and who is not teaching under a new endorsement. A teacher in the Evaluation II cycle, will be scheduled for a minimum of two (2) pre- and post-conferences and observations, and will be scheduled to meet at the end of the year for a summative conference.

**Supervision/Professional Growth Years:** A teacher who is in supervision will participate in the Goal Setting Process as described above. Documentation of self-directed growth will be expected (see options listed on growth plan). Student and/or parent feedback can be used as evidence of goal attainment.

**Focused Assistance:** The Focused Assistance Process is initiated by the Administrator at any point in time when they determine that the teacher does not demonstrate the professional standards of quality expected in the SBSD and following prior notification of a problem through the evaluation/supervision process, conferences, or a written memorandum. A Focused Plan for Improvement will be developed based on areas of identified need(s). This Plan shall include required performance goals, a schedule of observations, and a date for re-evaluation of the teacher’s adherence of goals.

A teacher who successfully meets all the goals in their focused plan of assistance will remain in “Evaluation” for the balance of the year. A teacher who does not meet all goals in their Focused Assistance Plan will be placed on probation as defined by the SBEA/SBSD Agreement.

## VI. SBSD Evaluation Cycle



uation/Supervision Timeline

Month	Two-Year New Teacher Evaluation		Formal Evaluation Years	Supervision Professional Growth	Focused Assistance
	Level I Year 1 & 2*	Level II Year 2			
<b>August</b>	Mentor matched to new teacher. *Year two if needed.		Teacher collects evidence of student learning and professional activities (throughout the year).		<ul style="list-style-type: none"> <li>● Timeline started on as-needed basis.</li> <li>● Administrator notifies teacher in writing of specific concerns and the intention of placement in Focused Assistance.</li> <li>● Teacher and administrator meet to discuss concerns, including interventions available to assist the teacher.</li> <li>● A Focused Assistance Plan will be developed based on areas of identified need(s).</li> <li>● Plan consists of all criteria outlined herein under Focused Assistance.</li> </ul>
<b>September</b>	Conference to plan the evaluation process and conduct the first formal observation on or before October 15.	Meet to plan evaluation process.	<ul style="list-style-type: none"> <li>● Teacher and administrator conduct initial conference on or before October 15.</li> <li>● Review portfolio/IPDP.</li> </ul>	Teacher and supervisor/ Administrator hold goal-setting/ supervision conference and formulate professional growth plan by October 30.	
<b>October</b>	Informal observations ongoing.	First teacher observation on or before October 31.	Teacher Administrator <ul style="list-style-type: none"> <li>● plan evaluation</li> <li>● agree upon goals by October 30.</li> </ul>	<i>Informal observations ongoing</i>	
<b>November</b>		<i>Informal observations ongoing.</i>	<i>Informal observations ongoing</i>		
<b>December</b>					
<b>January</b>	Second formal observation on or before January 15.		Administrator conducts first formal observation on or before January 15.		
<b>February</b>		Second observation on or before March 15.	<i>Informal observations ongoing</i>		
<b>March</b>					
<b>April</b>	Third observation on or before April 15.	Conference to look at outcomes of student learning on or before April 15.	Administrator conducts second formal observation on or before April 15.		
<b>May</b>	Summative conference on or before May 15.	Summative conference on or before May 15.	Teacher and administrator hold summative conference and examine evidence of goal attainment on or before May 15.	Teacher completes reflection of the professional growth process and shares with supervisor, team or others on or before May 15.	
<b>September</b>			If no employment issues, Administrators will turn in signed Summative Evaluations by September 15. of the following school year		





## VII. Student Feedback

The use of student feedback is an important component for the assessment and improvement of instructional practice. It is also an important part of helping students to reach proficiency and attain the South Burlington School District “Ends”. In Grades 6-12, teachers will collect student feedback in all classes on an annual basis as part of the Professional Growth Supervision process. Student feedback will be gathered at least once per course. The purpose of student feedback is to help inform a teacher’s goals and not for purpose of evaluation. Students will anonymously complete the standard form electronically.

## VIII. Focused Plan of Assistance

### Introduction:

A teacher may be placed in the [Focused Plan of Assistance category](#) of the SBSD [Differentiated Evaluation and Supervision System](#) at any point when the Administrator determines that the educator does not consistently demonstrate the [Standards Professional Practice](#) expected in the SBSD and following prior notification of a problem through the evaluation/supervision process, conferences, or a written memorandum. A Performance Improvement Plan (PIP) will be developed based on areas of identified need(s). This PIP shall include required performance goals, a schedule of observations, and a date for re-evaluation of the teacher’s adherence of goals. Probation may be recommended if the teacher does not demonstrate evidence of improvement in the goal areas. (Reference: [The SBEA/SBSD Master Agreement](#).)

### Performance Improvement Plan (PIP):

A PIP is a written document that outlines a plan for improvement and provides a basis for an ongoing discussion between the administrator/supervisor and the educator. A PIP must clearly communicate and detail the areas of performance needing improvement and the plan to meet performance expectations. There are four steps to implementing a successful PIP:

1. Identification of the Performance Issue(s): Performance issues usually occur over a period of time. It is the role of Administration/supervisor to observe, gather information/data, and document concerns. This information must be factual, objective, and specific. Specific examples of performance concerns are important, as it helps to identify and describe deficiencies and/or define a pattern of behavior. It is the District’s expectation that the Administrator/supervisor will have communicated the specific concern(s) through the formal evaluation process, meetings, or written memorandum.
2. Plan Development: The PIP is the employee’s improvement plan, therefore, the administrator/supervisor (the person(s) overseeing the building/department in which the teacher is assigned) and the teacher should meet and jointly discuss the teacher’s performance issues in an effort to develop an effective improvement plan. The educator, subject to a PIP, has the option to bring a representative of the SBEA to all meetings.

Once performance concerns are established, the administrator/supervisor will set areas of identified need(s) and describe the action that must be taken. A PIP shall include:

- Required performance goals that are specific, measurable, and observable
- A schedule of observations at least every five (5) school days.
- A list of resources to provide assistance (including support from inside or outside the District)

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- A date for a summative report to be provided of the educator's performance, and
- An opportunity for the educator to respond to all written documentation.

A colleague, teacher mentor, or another qualified person may be tasked to work with the educator on a PIP. The input of this person cannot be used by the District or by the SBEA in any formal disciplinary action or employment status action.

During the plan's development phase, it is the administrator/supervisor's responsibility to ensure that the employee understands the expectations that are identified in the plan as well as the ramifications for not meeting expectations. It is the employee's responsibility to identify any impediments that may affect his/her progress.

Once the plan is drafted, it is shared with the Superintendent/designee for review before implementation. Upon approval, the employee and administrator/supervisor will sign the plan and the employee is given a copy. The length of time an educator will be in the Focused Plan of Assistance category will be a minimum of 60 school days.

3. Implementing the PIP: It is vital that that both parties are committed to the process and that regular communication occurs during the implementation phase. The administrator/supervisor has the responsibility to direct and manage the process: clarifying expectations, asking questions and providing feedback on progress. It is equally important for the educator to actively engage in meeting performance expectations: asking questions and performing work to the best of his/her ability. Finally, feedback from the administrator/supervisor allows the educator to know if performance is corrected and that the plan has been successfully completed or if further employment action is needed. Weekly observations must be documented and all points of the PIP must be addressed. Each meeting should be documented with notes indicating outcomes. These notes should identify any changes, modifications, training needs, or next steps.
4. Concluding the PIP: At the end of the Focused Plan of Assistance time (minimum 60 school days) the administrator/supervisor will provide the educator with a summative evaluation indicating results of the PIP. The administrator/supervisor will then have the following options for recommendation to the Superintendent:
  - a) **A return to the regular evaluation cycle:** Based on evidence that the performance concerns have been satisfactorily addressed, a recommendation to the Superintendent/designee that the employee conclude the Focused Plan of Assistance and return to the regular evaluation cycle, category 2.
  - b) **Continuation on a Focused Plan of Assistance:** Based on evidence that insufficient improvement has been demonstrated. The recommendation to the Superintendent may be to 1) extend the timeframe of the PIP with current performance goals, to allow the educator the opportunity to continue in his/her efforts with the likelihood of success. 2) Extend the timeframe of the PIP with amended or new goals to allow alternative ways in which the educator may still achieve success. The need for new goals might be due to an interruption of plan objectives, goals were too ambitious, or goals were adversely affected by external factors out of the educator's control. 3) Extend the timeframe but moving towards termination or notification of non-renewal. This would be evidenced by little or no effort/interest/skill/ability in improvement by the educator and that it is unlikely that any more time would yield sufficient improvement or required skills at the desired level.

- c) **Termination:** Based on evidence that insufficient progress has been made or that the educator has demonstrated negative gains. Notification of employment action consistent with the Master Agreement (i.e. probation, non-renewal of contract, or termination).

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## X. COMPONENTS OF PROFESSIONAL PRACTICE

### Classroom Teachers

DOMAIN 1: Planning and Preparation	DOMAIN 2: The Classroom Environment
<p><b>1a: Demonstrating Knowledge of Content and Pedagogy</b>            Knowledge of content            Knowledge of prerequisite relationships            Knowledge of content-related pedagogy</p> <p><b>1b: Demonstrating Knowledge of Students</b>            Knowledge of characteristics of age group            Knowledge of students' varied approaches to learning            Knowledge of students' skills and knowledge            Knowledge of students' interests and cultural heritage</p> <p><b>1c: Selecting Instructional Outcomes</b>            Value            Clarity            Suitability for diverse students            Balance</p> <p><b>1d: Demonstrating Knowledge of Resources</b>            Resources for teaching            Resources for students</p> <p><b>1e: Designing Coherent Instruction</b>            Learning activities            Instructional materials and resources            Instructional groups            Lesson and unit structure</p> <p><b>1f: Designing Student Assessment</b>            Congruence with instructional goals            Criteria and standards            Use for planning</p>	<p><b>2a: Creating an Environment of Respect and Rapport</b>            Teacher interaction with students            Student interaction</p> <p><b>2b: Establishing a Culture for Learning</b>            Importance of content            Student pride in work            Expectations for learning and achievement</p> <p><b>2c: Managing Classroom Procedures</b>            Management of instructional groups            Management of transitions            Management of materials and supplies            Performance of non-instructional duties            Supervision of volunteers and paraprofessionals</p> <p><b>2d: Managing Student Behavior</b>            Expectations            Monitoring of student behavior            Response to Student misbehavior</p> <p><b>2e: Organizing Physical Space</b>            Safety and arrangement of furniture            Accessibility to learning and use of physical resources</p>
DOMAIN 4: Professional Responsibilities	DOMAIN 3: Instruction
<p><b>4a: Reflecting on Teaching</b>            Accuracy            Use in future teaching</p> <p><b>4b: Maintaining Accurate Records</b>            Student completion of assignments            Student progress in learning            Non instructional records</p> <p><b>4c: Communicating with Families</b>            Information about the instructional program            Information about individual students            Engagement of families in the instructional program</p> <p><b>4d: Participating in a Professional Community</b>            Relationships with colleagues            Service to the school            Preparation in school and district projects</p> <p><b>4e: Growing and Developing Professionally</b>            Enhancement of content knowledge and pedagogical skill            Service to the profession</p> <p><b>4f: Showing Professionalism</b>            Service to students            Advocacy            Decision making</p>	<p><b>3a: Communicating with Students</b>            Directions and procedures            Oral and written language</p> <p><b>3b: Using Questioning and Discussion Techniques</b>            Quality of questions            Discussion techniques            Student participation</p> <p><b>3c: Engaging Students in Learning</b>            Representation of content            Activities and assignments            Grouping of students            Instructional materials and resources            Structure and pacing</p> <p><b>3d: Using Assessment in Instruction</b>            Quality: accurate, substantive, constructive and specific            Timeliness</p> <p><b>3e: Demonstrating Flexibility and Responsiveness</b>            Lesson adjustment            Response to Students            Persistence</p>

*Implementing the Framework for Teaching in Enhancing Professional Practice, Charlotte Danielson, ASCD, 2009*



## DOMAIN 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrating knowledge of content and pedagogy</b>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding
<b>1b: Demonstrating knowledge of students</b>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<b>1c: Selecting instruction outcomes</b>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<b>1d: Demonstrating knowledge of resources</b>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<b>1e: Designing coherent instruction</b>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources..	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<b>1f: Designing Student Assessment</b>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planning	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

(Danielson 2009)



## DOMAIN 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a: Creating an environment of respect and rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<b>2b: Establishing a culture for learning</b>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<b>2c: Managing classroom procedures</b>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<b>2d: Managing student behavior</b>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<b>2e: Organizing physical space</b>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

(Danielson 2009)





### DOMAIN 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Communicating with students</b>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<b>3b: Using questioning and discussion techniques</b>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<b>3c: Engaging students in learning</b>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<b>3d: Using Assessment in Instruction</b>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<b>3e: Demonstrating flexibility and responsiveness</b>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

(Danielson 2009)



## DOMAIN 4: Professional Responsibility

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

(Danielson 2009)



**COMPONENTS OF PROFESSIONAL PRACTICE**  
**Library/Media Specialists**

**Domain 1: Planning And Preparation**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrating knowledge of literature and current trends in library/ media practice and information technology</b>	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in practice and information technology.
<b>1b: Demonstrating knowledge of the school's program and student information needs within that program</b>	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
<b>1c: Establishing goals for the library/media program appropriate to the setting and the students served</b>	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan</b>	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
<b>1e: Planning the library/media program integrated with the overall school program</b>	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
<b>1f: Developing a plan to evaluate the library/media program</b>	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

(Danielson, 2007)



## Domain 2: The Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a: Creating an environment of respect and rapport</b>	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, between library/media specialist and students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
<b>2b: Establishing a culture for investigation and love of literature</b>	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
<b>2c: Establishing and maintaining library procedures</b>	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.
<b>2d: Managing student behavior</b>	There is no evidence that standards of conduct have been established, and little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<b>2e: Organizing physical space</b>	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

(Danielson, 2007)



### Domain 3: Delivery Of Service

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations</b>	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
<b>3b: Collaborating with teachers in the design of instructional units and lessons</b>	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<b>3c: Engaging students in enjoying literature and in learning information skills</b>	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, or partially appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
<b>3d: Assisting students and teachers in the use of technology in the library/media center</b>	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
<b>3e: Demonstrating flexibility and responsiveness</b>	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

(Danielson, 2007)



### Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4a: Reflecting on practice</b>	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
<b>4b: Preparing and submitting reports and budgets</b>	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
<b>4c: Communicating with the larger community</b>	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
<b>4d: Participating in a professional community</b>	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<b>4e: Engaging in professional development</b>	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4f: Showing professionalism</b>	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues, in ensuring there is no plagiarism or violation of copyright laws.

(Danielson, 2007)





## XI. COMPONENTS OF PROFESSIONAL PRACTICE

### School Counselors

#### Domain 1: Planning And Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrating knowledge of counseling theory and techniques</b>	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
<b>1b: Demonstrating knowledge of child and adolescent development</b>	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
<b>1c: Establishing goals for the counseling program appropriate to the setting and the students served</b>	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
<b>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b>	Counselor demonstrates little or no knowledge of government regulations and of resources for students available through the school or district	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
<b>1e: Planning the counseling program, integrated with the overall school program</b>	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
<b>1f: Developing a plan to evaluate the counseling program</b>	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

(Danielson 2007)



## Domain 2: The Environment

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

(Danielson 2007)





### Domain 3: Delivery Of Service

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

(Danielson 2007)



### Domain 4: Professional Responsibilities

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

(Danielson 2007)



## XII. COMPONENTS OF PROFESSIONAL PRACTICE

### School Nurses

#### **Domain 1: Planning & Preparation**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrating medical knowledge and skill in nursing techniques</b>	Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.
<b>1b: Demonstrating knowledge of child and adolescent development</b>	Nurse displays little or no knowledge of child and adolescent development.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
<b>1c: Establishing goals for the nursing program appropriate to the setting and the students served</b>	Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.	Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.	Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.	Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
<b>1d: Demonstrating knowledge of government, community, and district regulations and resources</b>	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
<b>1e: Planning the nursing program for both individuals and groups of students, integrated with the regular school program</b>	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
<b>1f: Developing a plan to evaluate the nursing program</b>	Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Nurse has a rudimentary plan to evaluate the nursing program.	Nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

(Danielson 2007)



## Domain 2: The Environment

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

(Danielson 2007)



### Domain 3: Delivery of Service

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Assessing student needs</b>	Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
<b>3b: Administering medications to students</b>	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.
<b>3c: Promoting wellness through classes or classroom presentations</b>	Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.
<b>3d: Managing emergency situations</b>	Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.
<b>3e: Demonstrating flexibility and responsiveness</b>	Nurse adheres to the plan or program, in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input.
<b>3f: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs</b>	Nurse declines to collaborate with classroom teachers to develop specialized educational programs.	Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.

(Danielson 2007)



### Domain 4: Professional Responsibility

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

(Danielson 2007)



**XIII. COMPONENTS OF PROFESSIONAL PRACTICE**  
*Special Educators*

<b>DOMAIN 1: Comprehensive Evaluation IEP Development</b>	<b>DOMAIN 2: Collaborative Consultation</b>
<p>1a: Demonstrates knowledge of local, state, and federal policies and regulations.</p> <p>1b: Demonstrates knowledge of characteristics of students with exceptionalities.</p> <p>1c: Demonstrates knowledge of assessment instruments and tools.</p> <p>1d: Communicates information regarding eligibility, program, policy and procedures.</p> <p>1e: Identifies and analyzes learning environments.</p> <p>1f: Applies an inter-disciplinary approach to evaluation and IEP development.</p> <p>1g: Demonstrates the use of multiple resources in the development of IEPs (e.g. standards).</p> <p>1h: Demonstrates knowledge of various models for transitions.</p>	<p>2a: Collaborates with students, parents and professionals.</p> <p>2b: Demonstrates knowledge of collaborative consultation skills and creative problem solving.</p> <p>2c: Applies principles of interactive communication, group process and team building.</p> <p>2d: Establish and maintain parent/ professional relationships.</p>
<b>DOMAIN 4: Professional Responsibilities</b>	<b>DOMAIN 3: Instruction, Supports and Adaptations</b>
<p>4a: Reflecting on professional practice.</p> <p>4b: Maintain accurate records.</p> <p>4c: Growing and developing professionally.</p> <p>4d: Supervision and evaluation of instructional assistants.</p> <p>4e: Contributing to school and district.</p> <p>4f: Showing professionalism.</p>	<p>3a: Use effective, research-based instructional strategies and practices to meet the needs of individuals with SPECIFIC disabilities in academic and non-academic areas.</p> <p>3b: Evaluate, select, develop and adapt curriculum materials, supports and technology.</p> <p>3c: Plan, organize and implement educational programs to develop independent and active learners.</p> <p>3d: Structure the educational environment to provide optimal learning opportunities.</p> <p>3e: Develop and implement behavior support plans.</p>

(Danielson 2007)



## DOMAIN 1: Comprehensive Evaluation/IEP Development

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrates and communicates knowledge of local, State, and Federal policies and regulations.</b>	Teacher displays little understanding of local, State, and Federal regulations and policies and uses little skill in oral and written communication.	Teacher displays basic understanding of local, State, and Federal regulations and policies and uses basic skill in oral and written communication.	Teacher displays a more in depth understanding of local, State, and Federal regulations and policies and is skillful in oral and written communication. The information is presented in a meaningful and sensitive manner.	Teacher questions, teaches and explains local, State and Federal regulations and policies and is skillful in oral and written communication. The information is presented in a meaningful and sensitive manner. Teacher is reflective on her/his performance and shares ideas with colleagues.
<b>1b: Demonstrates knowledge of characteristics of students with exceptionalities</b>	Teacher displays little understanding of the characteristics related to specific disability areas.	Teacher displays basic understanding of the characteristics related to specific disability areas.	Teacher displays a more in depth understanding of the characteristics related to specific disability areas and the effects of cultural and environmental milieu on student and family.	Teacher questions, teaches and explains the characteristics related to specific disability areas and the effects of cultural and environmental milieu on student and family.
<b>1c: Demonstrates knowledge of assessment instruments and tools.</b>	Teacher displays little ability to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools.	Teacher displays basic ability to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools.	Teacher displays a more in depth ability to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools including exceptionality-specific assessment instruments.	Teacher questions, teaches and explains how to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools exceptionality-specific assessment instruments.
<b>1d: Identifies and analyzes learning environments</b>	Teacher displays little ability to identify and analyze learning environments.	Teacher displays basic ability to identify and analyze learning environments.	Teacher displays a more in depth ability to identify and analyze learning environments.	Teacher reflects on his/her ability to identify and analyze learning environments and shares strategies with colleagues.
<b>1e: Applies an interdisciplinary approach to evaluation and IEP development.</b>	Teacher displays little ability to collaborate with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs.	Teacher displays basic ability to collaborate with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs.	Teacher is skillful in collaborating with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs.	Teacher collaborates effectively with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs. He/she is analytical and reflective of the input from these disciplines.
<b>1f: Demonstrates the use of multiple resources in IEP development.</b>	Teacher displays little ability to integrate assessment data, standards, and provisions for students' social, transition and academic strengths and needs in the development of IEPs.	Teacher displays basic ability to integrate assessment data, standards, and provisions for students' social, transition and academic strengths and needs in the development of IEPs.	Teacher is skillful and competent in integrating assessment data, standards, and addressing students' social, transition and academic strengths and needs in the development of IEPs.	Teacher is skillful and reflective in integrating assessment data, standards, and addressing students' social, transition and academic strengths and needs in the development of IEPs. He/she shares ideas with colleagues.

(Danielson 2007)





**DOMAIN 2: Collaborative Consultation**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a: Collaborates with students, parents, and other educational agencies.</b>	Teacher displays little ability to collaborate with students, parents, and other educational agencies.	Teacher displays basic ability to collaborate with students, parents, and other educational agencies.	Teacher is skillful in collaborating with students, parents, and other educational agencies. Teacher acts as a resource for parents.	Teacher is skillful and reflective in collaborating with students, parents, and other educational agencies. Teacher acts as a resource for parents and colleagues.
<b>2b: Demonstrates knowledge of collaborative consultation skills and creative problem solving.</b>	Teacher displays little knowledge of collaborative consultation skills and creative problem solving.	Teacher displays basic knowledge of collaborative consultation skills and creative problem solving.	Teacher displays in depth knowledge of collaborative consultation skills and creative problem solving.	Teacher critiques, evaluates and reflects on his/her knowledge of collaborative consultation skills and creative problem solving.
<b>2c: Applies principles of interactive communication group process, and team building.</b>	Teacher displays little ability to apply principles of interactive communication group process, and team building.	Teacher displays basic ability to apply principles of interactive communication group process, and team building.	Teacher is skillful and competent in applying principles of interactive communication group process, and team building.	Teacher is skillful and reflective in applying principles of interactive communication group process, and team building. He/she shares ideas with colleagues.
<b>2d: Establish and maintain parent/professional relationships.</b>	Teacher displays little ability to establish and maintain parent/professional relationships.	Teacher displays basic ability to establish and maintain parent/professional relationships.	Teacher is skillful and competent in establishing and maintaining parent/professional relationships.	Teacher is skillful and reflective in establishing and maintaining parent/professional relationships. He/she shares ideas with colleagues.

(Danielson 2007)



### DOMAIN 3: Instruction, Supports and Adaptations

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Use effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas.</b>	Teacher displays little ability to use effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas.	Teacher displays basic ability to use effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas.	Teacher is skillful and competent in using effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas.	Teacher is skillful and reflective in using effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas. He/she shares ideas with colleagues.
<b>3b: Evaluate, select, develop and adapt curriculum materials, supports and technology.</b>	Teacher displays little ability to evaluate, select, develop and adapt curriculum materials, supports and technology.	Teacher displays basic ability to evaluate, select, develop and adapt curriculum materials, supports and technology.	Teacher is skillful and competent in evaluating, selecting, developing and adapting curriculum materials, supports and technology.	Teacher is skillful and reflective evaluating, selecting, developing and adapting curriculum materials, supports and technology. He/she shares ideas with colleagues.
<b>3c: Plan, organize and implement educational programs to develop independent and active learners.</b>	Teacher displays little ability to plan, organize and implement educational programs to develop independent and active learners.	Teacher displays basic ability to plan, organize and implement educational programs to develop independent and active learners.	Teacher is skillful and competent in involving students in goal setting and assessment, which enhances the planning, organization and implementation of educational programs to develop independent and active learners.	Teacher is skillful and reflective in involving students in goal setting and assessment, which enhances the planning, organization and implementation of educational programs to develop independent and active learners. He/she integrates student initiated-learning experiences into ongoing instruction.
<b>3d: Structure the educational environment to provide optimal learning opportunities.</b>	Teacher displays little ability to evaluate students' progress and continued needs to structure learning environment.	Teacher displays basic ability to evaluate students' progress and continued needs to structure learning environment.	Teacher is skillful and competent in evaluating students' progress and continued needs to structure learning environment. He/she designs learning environments that provide feedback from peers and adults.	Teacher is skillful and reflective in evaluating students' progress and continued needs to structure learning environment. He/she designs learning environments that provide feedback from peers and adults. He/she shares ideas with colleagues.
<b>3e: Develop and implement behavior support plans.</b>	Teacher displays little ability to develop and implement behavior support plans.	Teacher displays basic ability to develop and implement behavior support plans.	Teacher skillful and competent in developing and implementing behavior support plans according to the characteristics of the learner and patterns of error.	Teacher is skillful and reflective in developing and implementing behavior support plans according to the characteristics of the learner and patterns of error. He/she shares ideas with colleagues.

(Danielson 2007)



### DOMAIN 4: Professional Responsibility

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4a: Reflecting on Professional Practice</b>	Teacher does not reflect accurately on the lesson, assessment, program or meeting as to how it might be improved.	Teacher's reflection on the lesson, assessment, program or meeting is generally accurate, and teacher makes global suggestions as to how it might be improved.	Teacher reflects accurately on the lesson, assessment, program or meeting, citing general characteristics. Teacher makes some specific suggestions about how it might be improved.	Teacher's reflection on the lesson, assessment, program or meeting is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Maintaining accurate records.</b>	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining information in special education is efficient and highly effective.
<b>4c: Growing and Developing Professionally</b>	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of special educator skills.	Teacher's participation in professional development activities is limited to those that are convenient.	Teacher participates actively in professional development activities and contributes to the profession.	Teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.
<b>4d: Supervision, training and evaluation of Paraeducator</b>	Teacher displays little ability to supervise, identify and implement effective and meaningful training and evaluate Paraeducators.	Teacher displays basic ability to supervise, identify and implement effective and meaningful training and evaluate Paraeducators.	Teacher displays a more in depth ability to supervise, identify and implement effective and meaningful training and evaluate Paraeducators.	Teacher highly skilled in his/her ability to supervise, identify and implement effective and meaningful training and evaluate Paraeducators.
<b>4e: Contributing to the school and district</b>	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district projects.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district projects, and maintains positive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.
<b>4f: Showing Professionalism</b>	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.	Teacher's attempts to serve students is based on the best information available but inconsistent.	Teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

(Danielson 2007)



## XIV. COMPONENTS OF PROFESSIONAL PRACTICE

### *Instructional Specialist and Coaches*

#### **Domain 1: Planning And Preparation**

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

(Danielson 2007)



## Domain 2: The Environment

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

(Danielson 2007)



### Domain 3: Delivery Of Service

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

(Danielson 2007)



### Domain 4: Professional Responsibilities

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

(Danielson 2007)





## XV. COMMON THEMES ACROSS DOMAINS

A number of themes apply to most of the components of the framework and are reflected in the entire instructional cycle, from planning and preparation through evaluation and reflection. They are described here, and their connection to the different domains and components explained.

**Equity:** Implicit in the entire framework, particularly those domains relating to interaction with students (Domains 2 and 3), is a commitment to equity. In an environment of respect and rapport, all students should feel valued. When students are engaged in a discussion of a concept, all students are invited and encouraged to participate. When feedback is provided to some students on their learning, it should also be provided to all students, at some point, in an equitable manner.

A commitment to excellence is not complete without a commitment to equity. Such a commitment provides (1) equal opportunity for stimulating academic achievement, with the open doors to higher education and careers that result from success in that arena, and (2) additional levels of support for those traditionally underserved to enable them to overcome individual and community wide doubts about their capability to succeed with distinction.

**Cultural Sensitivity:** Students may arrive at school with traditions that are different from those practiced in many US classrooms. Children in some cultures, for instance, are taught not to look adults in the eye because it is a sign of disrespect. Similarly, the way questions are used in many classes is foreign to some students. When teachers use questions that they know the answer to as a way of checking, for example, whether students have done the assigned reading, these students are baffled: “Why would a teacher ask a question to which he already knows the answer? Clearly, this is not a real question; but if it is not a question, what is it?” Such thoughts interfere with a student’s ability to participate fully, and the teacher may well conclude that the student is a slow learner.

Teachers who are sensitive to the cultures of their students pay particular attention to Component 1b (demonstrating knowledge of students). In learning about students’ backgrounds, these teachers ensure they are aware of relevant information about cultural traditions, religious practices, and patterns of interaction that may affect a student’s classroom participation. In addition, these teachers ensure materials they use (Components, 1e, and 3c) and the examples they employ (Component 3a) do not refer to items or traditions unfamiliar to students, or that they explain them fully. And they take particular care that in their communication with families (Component 4c) they demonstrate cultural competence.

**High Expectations:** Related to equity but distinct from it is a focus on high expectation. Exemplary professionals believe all students are capable of high standards of learning, and they design their teaching accordingly. They are also aware of how expectations impact a child’s ability to learn. When teachers believe that some students are particularly capable or slow in learning, such expectations tend to become self-fulfilling prophecies. The framework for professional practice reflects high expectations in a number of areas:

- Selecting Instructional Outcome (Component 1c).
- Levels of accomplishment established in a culture for learning (Component 2b).
- Questions posed in class (Component 3b).
- Using Assessment in Instruction (Component 3d).
- Communication with families about their children’s work (Component 4c).





High expectations are necessarily grounded in clear and open standards for achievement. The characteristics of writing arguments to support claims, for example, are rigorous, known to all students, and apply to all. And, echoing the commitment to equality, teachers are committed to helping all students reach the standard.

Based on their unique characteristics, some students may require additional time or support to reach a standard. They may be learning disabled, or they may learn very slowly, as compared to their peers. In these cases, high expectations will be based on the student's own unique history and reflect developmentally appropriate achievement for them.

**Developmental Appropriateness:** How students engage with academic content is shaped in part by their level of development. Teachers can observe important patterns of development despite students' many individual differences. These patterns are especially important in certain academic areas – science and mathematics at all levels and literature and the social sciences at the high school level. For example, until students can understand numbers, which is usually achieved by the time they are 5 or 6, they cannot understand addition facts. Similarly, until students understand the concept of separating and controlling variables usually by the time they are 11, they cannot design a scientific experiment independently.

Attention to developmental appropriateness relates to many components, particularly (though not exclusively) those in Domain 1 (planning and preparation). Teachers who are sensitive to developmental patterns choose their instructional goals (Component 1c), activities and materials (Components 1e and 3c), and assessment strategies (Component 1f) intentionally. Attention to child development also influences the other domains. Teachers demonstrate respect in developmentally appropriate ways (Component 2a). They ask developmentally appropriate questions (Component 3b) and provide feedback (Component 3d) in ways that stretch but do not overwhelm students intellectually.

**Integration of Students with Special Needs:** An awareness of developmental appropriateness can be extended to include full inclusion of students with special needs. Some of these needs are intellectual; others are physical or emotional. Working towards total inclusion of students with disabilities in regular classrooms, all teachers need to implement lessons planned so all students can access.

Differing intellectual needs affect teachers' skill in many of the same areas of the framework that require sensitivity to developmental issues: attention to instructional goals, instructional design, and classroom interaction. Teachers who have students with physical limitations must also attend to the implication of how physical space is organized (Component 2e). Visually or hearing-impaired students must be situated in a classroom so they can see and hear to the maximum extent possible. Students with emotional needs impose particular responsibilities on teachers as they respond to student behavior (Component 2d), as well as to other aspects of student interaction in Domain 2 (the classroom environment) and Domain 3 (instruction). The key is that all students are members of our community and as such need to have the all aspects of instruction universally designed so that they are successful and valued members of our community and need instruction that is accessible to all learners.

**Appropriate Use of Technology:** Part of a school's responsibility is to provide access to the technological world for all students. Only through instruction, and teaching our students to be digital citizens can we make sure all our students know how to use the tools we provide to be career and college ready.

All students 7-12 have access to computer as part of our 1-to-1 program. From the 6<sup>th</sup> grade down through all our elementary school students have greater access to devices to enhance learning every year. Using these tools to enhance learning is an important responsibility of today's teachers. Such tools can be used in classrooms with students (Components 3a and 3c) or as an aid to records management (Component 4b).



We need to remember that technological tools are just that – tools. They should never be considered ends in themselves, and they should not be misused. For example, if students learn to perform operations by using a calculator exclusively, they may not know how to do the problem without it. That is, if students don't understand the concept of multiplication or how multiplying by 10 affect a product, then using a calculator to get the right answer leaves them vulnerable. Once students have acquired the relevant concepts, however, the calculator can save a great deal of time.

Updated from: *Enhancing Professional Practice, A Framework for Teaching*, Charlotte Danielson, ASCD

## XVI. CORE TEACHING STANDARDS FOR VERMONT EDUCATORS

The Vermont Core Teaching Standards provide a picture of what professional practice looks like at different developmental stages of a teacher's career. Educator preparation programs, mentors, and schools can use the standards to support educators as they develop. Educators, too, can use the standards to help guide their professional practice and growth over time. What distinguishes a novice from the accomplished teacher is the degree of sophistication in her/his application of knowledge and skills. Finally, the knowledge and performance indicators are not intended to be checklists, but instead provide ways to picture what each standard means. All the core teaching standards examine the *performances*, *essential knowledge* and *critical dispositions* needed to master the standard.

### ***The Learner and Learning***

**Standard #1 Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2 Learning Differences:** *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

**Standard #3 Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### ***Content Knowledge and Skills***

**Standard #4 Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5 Application of Content:** *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*



## **Instructional Practice**

**Standard #6 Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7 Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8 Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## **Professional Responsibility**

### **Standard #9 Professional Learning and Ethical Practice:**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### **Standard #10 Leadership and Collaboration:**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## **XVII. SBSD Ends Statement**

**Global Ends Statement:** *Students successfully complete their education from the South Burlington School District ready for their next step. They will show cultural and academic competence appropriate to grade and developmental capacity. All graduates will be prepared for college, career, or individually determined next steps. The ends will be met at a cost that the community will support.*

### **Applicable Ends:**

#### **1.1 Disposition for Life Long Learning:**

- 1.1.1. Demonstrating independent thought, curiosity, and creativity
- 1.1.2. Responding to the varying demands of audience, task, purpose, and discipline
- 1.1.3. Gathering and analyzing data to construct viable arguments and critique the reasoning of others
- 1.1.5. Solving problems and making decisions based on knowledge, thoughtful debate, and reason

#### **1.3 Personal Development**

- 1.3.1. Developing an awareness of their individual learning styles, interests and passions
- 1.3.4. Living responsibly with confidence, resilience, and adaptability
- 1.3.6. Building supportive relationships and respectfully advocating for self and others

#### **1.4 Citizenship**

- 1.4.2. Engaging others with honesty, humility, kindness, and good humor
- 1.4.6. Being proud of our shared experience and having fun along the way





### XVIII. South Burlington School District Summative Evaluation

<b>Educator</b>		<b>School Year</b>	
<b>Evaluator</b>		<b>Subject Area</b>	
<b>School</b>		<b>Grade Level</b>	
<b>License</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<b>Evaluation</b>	<input type="checkbox"/> 1 <sup>st</sup> year <input type="checkbox"/> 2 <sup>nd</sup> year <input type="checkbox"/> Formal

All Summative Evaluations are based on classroom observation and other evidence of a teacher's professional practice. Each component is rated on the following scale: Unsatisfactory 1, Basic 2, Proficient 3, Distinguished 4 and No Evidence NE. Evidence of the reason for each rating may be attached, but is required for any rating of 1.

Introduction	
Components of Professional Practice	
<b>Domain 1: Planning and Preparation</b>	<b>Level 1, 2, 3, 4, NE</b>
1a: Demonstrating knowledge of content and pedagogy: Level 1b: Demonstrating knowledge of students: Level 1c: Selecting instruction goals: Level 1d: Demonstrating knowledge of resources: Level 1e: Designing coherent instruction: Level 1f: Assessing student learning: Level	
<b>Domain 2: The Classroom Environment</b>	<b>Level 1, 2, 3, 4, NE</b>
2a: Creating an environment of respect and rapport: Level 2b: Establishing a culture for learning: Level 2c: Managing classroom procedures: Level 2d: Managing student behavior: Level 2e: Organizing physical space: Level	

<b>Domain 3: Instruction</b>		<b>Level 1, 2, 3, 4, NE</b>	
3a: Communicating clearly and accurately: Level			
3b: Using questioning and discussion techniques: Level			
3c: Engaging students in learning: Level			
3d: Providing feedback to students: Level			
3e: Demonstrating flexibility and responsiveness: Level			
<b>Domain 4: Professional Responsibilities</b>		<b>Level 1, 2, 3, 4, NE</b>	
4a: Reflecting on teaching: Level			
4b: Maintaining accurate records: Level			
4c: Communicating with families: Level			
4d: Contributing to the school and district: Level			
4e: Growing and developing professionally: Level			
4f: Showing professionalism: Level			
<b>Summary</b>			
<b>Evaluator Signature</b>		<b>Date</b>	
<b>Educator Signature</b>		<b>Date</b>	

The educator's signature indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing



### XIX. Professional Growth Plan

(minimum of 2 goals, maximum of 4)

Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Growth Goal \_\_\_\_\_ Domain \_\_\_\_\_ Component \_\_\_\_\_ Core Teaching Standard \_\_\_\_\_

Colleague(s) if applicable:

Activities and Steps to Be Taken	Resources Needed	Evidence of Goal Attainment	Completion Date

**\*Examples of Evidence (not limited to the following):**

- |                            |                         |  |
|----------------------------|-------------------------|--|
| Standards-Based Unit Plans | Student Work            | Samples of Assessment Tools              |
| Videotape / Digital Photos | Observations            | Feedback from parents, students, others. |
| Action Research Project    | Courses / Workshops     | Committees/Curriculum Work               |
| Data Analysis              | Technology Applications |  |

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

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



## XX. Goal Attainment Summary

Name: \_\_\_\_\_ Goal Number: \_\_\_\_\_ Year: \_\_\_\_\_

Describe the professional growth activities in which you participated this year to achieve your growth goal and how was this related to the Core Teaching Standards. (Goal Plan must be attached.)

What results were achieved through these activities? (Please attach evidence of results.)

What impact did your goals have on your own professional development, practice, and students' performance?

Other comments or reflections.

Teacher Signature: \_\_\_\_\_ Date \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Conference Date: \_\_\_\_\_



## XXI. Instructional Planning Questions

*(Concerning the lesson to be observed)*

Teacher \_\_\_\_\_ Observer(s) \_\_\_\_\_

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

**What will you do in each area? Please include your rationale.**

1. Standards? Be specific (CCSS, NGSS, VTSS, EE)
2. Goal (s) for the particular lesson? (what content//what skill)
3. Instructional strategies? (e.g., direct instruction, hands-on, graphic organizers, learning centers)
4. Assessment of student learning? (e.g., predictions, checking for understanding, questioning, pair/share)
5. Grouping of students and reasons for grouping? (e.g., individuals, pairs, small groups, whole class)
6. Activities? (Please indicate the time allocated for each activity and transitions.)
7. Instructional materials, resources, and technology? (Please attach an electronic copy or provide a link to materials students will use during this lesson, e.g., website, handouts, worksheets, list of questions to be answered, etc.) Are these resource available on Atlas? (middle and high school only)
8. How will you effectively instruct the variety of learners in your classroom? The following are recommended strategies: Present Information and content in different ways, Differentiate the ways that students can express what they know, and/or Stimulate interest and motivation for learning? (be specific about each strategy you will use during this lesson)
9. In addition to the strategies listed in question 8 are there any other accommodations or modifications you need to make because of specific student's plan (504, IEP)?



## XXII. Reflection Questions

*(To guide post-observation discussion)*

Teacher \_\_\_\_\_ Observer(s) \_\_\_\_\_

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

1. In general, how successful was the lesson? Did the students learn what you intended them to learn?
2. To what extent were your assessment strategies effective? Would you make any changes in your approach to assessment? If so, what changes would you make, and why?
3. Did you make any modifications/adjustments to your plan during the lesson? If so, what were they, and what motivated these changes?
4. Please comment on the different aspects of your instructional delivery.

Instructional Strategies

Student Grouping

Student Activities

Materials, Resources, and Technology

To what extent were they effective? What would you do differently to improve the lesson?

**XXIII. Warning a Meeting Letter for Performance Concerns**

To:

Fr:

RE: Meeting to Discuss Performance Concern(s)

DA:

This memo will serve as notice of the intent to meet on (date) at (time) in (location) to discuss a performance concern and work expectations. Per Article 8.6 of the SBEA Master Agreement, you have the right to have a representative of the Association present. If you wish to invoke your rights, it is your responsibility to arrange for such representation.

Please acknowledge your availability to meet at this time by contacting me by email, \_\_\_\_\_@sbschools.net or by phone (802) \_\_\_\_\_.

## XXIV. Performance Memo Template

To:

From:

Date:

RE: Performance Concerns

***State specific problems:***

***State how behaviors are affecting performance:***

***Set goals and standards for improvement:***

***Set time expectations:***

***State your support for success:***

***State consequence:***

***State follow-up steps:***

***Supervisor's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

Consistent with Article 8.4 of the Master Agreement, I acknowledge that I had the opportunity to review this information and I understand that by signing this copy, such signature does not necessarily indicate agreement with the contents. I do/do not wish to submit a written answer to this memo. I understand that a copy of this memo will be filed with my personnel file in the Central Office.

***Employee's Signature*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

Cc: Employee File

## XXV. Performance Meeting Checklist

- Set the objectives for the meeting, have all documentation at hand.
- Set time and place for the meeting. Ensure that the location is confidential and there are few interruptions.
- Warn the meeting. Adjust meeting time if need be.
- Conduct the meeting:
  - Create a positive environment and help the employee feel at ease.
  - Start with positive and end with a positive, but give balanced feedback.
  - Focus on the issue/job and not the person.
  - When performance concerns or areas of improvement, share the desired outcome/objective and provide methods/alternatives for improving.
  - Ask questions and allow the employee to provide feedback
  - Encourage conversation about employee professional development needs, barriers, or concerns.
- Conclusion
  - Summarize and review the important points of the discussion
  - Restate the action steps that have been recommended and provide a timeline for completion
  - Set follow up dates for observations and or meetings
  - Check for understanding
  - Sign and date documentation
- Follow Up
  - Meet with employee as scheduled.
  - Encourage discussion of success, barriers, areas for improvement
  - Offer assistance when appropriate
  - Confirm next steps

## XXVI. Focused Plan: Goal Setting Worksheet

In preparation for meeting on \_\_\_\_\_

Employee Name: \_\_\_\_\_

Ideas/Topics for Conversation/Assignments	Date Implemented by:

**SMART Goals:** S: Specific M: Measurable A: Achievable R: Relevant T: Time-bound

*Example:* The teacher will prepare lesson plans for each assigned class based on the established rubric for the subject matter at least two (w) weeks in advance. The lesson plans will be shared with his/her CAS at least one (1) week in advance so that it can be reviewed and adjusted if necessary. Each lesson plan will contain a learning objective, description of practice, and a component for measuring student knowledge.

**Developing Goals:** Try to limit your primary goals to a maximum of 3.

	<u>Primary Goals</u>	<u>Priority (A, B C)</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____

Barriers to overcome:

Action steps to achieve these goal:

Resources needed:

Evidence to measure progress:

**Action Plan Implementation Schedule:** Use one of these for each goal. Aim for a maximum of 3 action items for each goal.

Goal:

Action Item	Responsibility	Completion Date	Outcome/Evidence

### XXVII. Focused Plan of Assistance: PIP Template

Teacher Name: \_\_\_\_\_ Teaching Assignment \_\_\_\_\_

School: \_\_\_\_\_ Administrator: \_\_\_\_\_

Date and Duration: \_\_\_\_\_ Evaluation Report Due: \_\_\_\_\_

Performance Goal(s) related to the Components of Professional Practice:

Steps to be taken for successful achievement of Goal(s):

Indicators of Progress and/or Evidence of Improved Performance:

Resources:

Schedule of Observations:

\_\_\_\_\_  
Administrator/Supervisor Signature Date

\_\_\_\_\_  
Teacher Signature Date

**Action:**  *Return to Evaluation*  *Continued Focused Assistance*  *Probation*

## XXVIII. Focused Plan Follow Up Form

<b>Name:</b>		<b>Date:</b>
<b>Attendees:</b>		
<b>What is working well?</b>		
<b>Expectations and Areas of Improvement</b>	<b>Date</b>	<b>Progress</b>
		<input type="checkbox"/> In Progress <input type="checkbox"/> Achieved/Demonstrated <input type="checkbox"/> Did not Achieve/Did not Demonstrate <b>Evidence:</b>
		<input type="checkbox"/> In Progress <input type="checkbox"/> Achieved/Demonstrated <input type="checkbox"/> Did not Achieve/Did not Demonstrate <b>Evidence:</b>
		<input type="checkbox"/> In Progress <input type="checkbox"/> Achieved/Demonstrated <input type="checkbox"/> Did not Achieve/Did not Demonstrate <b>Evidence:</b>
<b>Summary of Progress/Goals</b>	<b>Date</b>	<b>Overall Progress</b>
		<input type="checkbox"/> In Progress <input type="checkbox"/> Achieved/Demonstrated <input type="checkbox"/> Did not Achieve/Did not Demonstrate <b>Evidence:</b>
<b>Evaluation Summary</b>	<b>Recommendation</b>	
	<input type="checkbox"/> Extend PIP <input type="checkbox"/> Achieved/Demonstrated-Return to Evaluation Cycle for next evaluation: <input type="checkbox"/> Did not Achieve/Did not Demonstrate <b>Recommended Action:</b>	

**XXIX. SBHS Student Feedback for Teacher/Course**

Please choose an answer for each statement below.	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
My teacher makes learning interesting for me.	○	○	○	○
My teacher explains the subject clearly.	○	○	○	○
My teacher gives me help when I need it.	○	○	○	○
My teacher shows enthusiasm for this subject.	○	○	○	○
I learn in this class.	○	○	○	○
I feel appropriately challenged by this class.	○	○	○	○
I understand how my work in this class will be assessed.	○	○	○	○
I learn from my homework.	○	○	○	○
My teacher encourages me to take responsibility for my own learning.	○	○	○	○
I am proud of my work in this class.	○	○	○	○
I have opportunities to participate in class.	○	○	○	○
My teacher provides timely and useful feedback on my work.	○	○	○	○
The resources provided in this class help me to understand the content.	○	○	○	○
I know the expectations for behavior in this class.	○	○	○	○
I feel comfortable asking my teacher for help if I need it.	○	○	○	○
My teacher cares about whether or not I learn the material.	○	○	○	○
My teacher uses a variety of teaching approaches and strategies.	○	○	○	○
I feel safe in this classroom.	○	○	○	○
I can see the relevance of this course to my learning or future.	○	○	○	○

*\*This survey was revised in 2012*