

School District U-46 Teacher Appraisal Plan



*Collaboratively designed by the ETA
and U-46 on Dec. 12, 2007 and
adopted on January 14, 2008*

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Table of Contents

PURPOSE	1
TAP Values	3
TAP Beliefs	3
Observation Types	5
Conference Types	5
ISBE Teacher Descriptors	7
District Program Teacher	9
Assessment Types	10
Professional Growth	11
<i>Option– District or School Initiative</i>	<i>11</i>
<i>Option – Inquiry</i>	<i>12</i>
<i>Option – Advanced Inquiry</i>	<i>12</i>
<i>Option – Seeking System Support for Framework Implementation</i>	<i>12</i>
<i>Professional Growth Evidence</i>	<i>13</i>
Certified Staff Appraisal System	14
<i>Pre-Tenured Certified Staff: Years 1 and 2</i>	<i>14</i>
<i>Pre-Tenured Certified Staff: Years 3 and 4</i>	<i>17</i>
<i>Tenured Certified Staff</i>	<i>20</i>
<i>Tenured Teacher: Professional Growth Option - District or School Initiative</i>	<i>20</i>
<i>Tenured Teacher: Professional Growth Option - Inquiry</i>	<i>22</i>
<i>Tenured Teacher: Professional Growth Option – Advanced Inquiry</i>	<i>25</i>
<i>Tenured Teacher: Professional Growth Option – Seeking System Support for Framework Implementation</i>	<i>27</i>
Forms	29
<i>Form A: Planning Protocol for Formal Observation</i>	<i>32</i>
<i>Form B: Reflective Protocol for Formal Observation</i>	<i>33</i>
<i>Form C: Formal Observation</i>	<i>34</i>
<i>Form D: Informal Observation</i>	<i>35</i>
<i>Form E: Pre-tenured Years 3 and 4 Goal Setting</i>	<i>36</i>
<i>Form F: Pre-tenured Years 3 and 4 Goal Setting Reflection</i>	<i>37</i>

<i>Form G: Tenured Self Directed Professional Growth</i>	38
<i>Form H: Tenured Self Directed Professional Growth Reflection Form</i>	39
<i>Form I: Charlotte Danielson’s Framework for Teaching Rubric</i>	40
<i>Form J: Summative Assessment</i>	44
Appendix I – Danielson Domains	45
<i>DOMAIN 1: PLANNING AND PREPARATION</i>	45
<i>DOMAIN 2: THE CLASSROOM ENVIRONMENT</i>	46
<i>DOMAIN 3: INSTRUCTION</i>	47
<i>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</i>	48
Appendix II – ISBE Levels of Performance	49
Appendix III – Experience Summary Table	50
Appendix IV – Late Hire Experience Expectations	51
Appendix V – Professional Development	52
<i>Option– District or School Initiative</i>	52
<i>Option - Inquiry</i>	52
<i>Option – Advanced Inquiry</i>	54
<i>Option – Seeking System Support for Framework Implementation</i>	54
<i>Indicators of Progress</i>	55
Appendix VI - Portfolios	56
Appendix VII - Frameworks	57
<i>Certified School Nurse</i>	58
<i>Diagnostician</i>	59
<i>Instructional Coach</i>	60
<i>Instructional Mentor</i>	61
<i>Itinerant</i>	62
<i>Library Media Specialist</i>	63
<i>School Counselor</i>	64
<i>Psychologist</i>	65
<i>School Social Worker</i>	66
<i>Speech Language Pathologist</i>	67
<i>Teacher</i>	68
Appendix VIII – Levels of Performance Rubrics	69

Appendix IX – ISBE Descriptors	70
<i>CERTIFIED SCHOOL NURSE</i>	<i>71</i>
<i>DIAGNOSTICIAN</i>	<i>72</i>
<i>INSTRUCTIONAL COACH-SPECIALIST.....</i>	<i>73</i>
<i>INSTRUCTIONAL MENTOR</i>	<i>74</i>
<i>ITINERANT.....</i>	<i>75</i>
<i>LIBRARY-MEDIA SPECIALIST</i>	<i>76</i>
<i>SCHOOL COUNSELOR</i>	<i>77</i>
<i>SCHOOL PSYCHOLOGIST.....</i>	<i>78</i>
<i>SCHOOL SOCIAL WORKER</i>	<i>79</i>
<i>SPEECH LANGUAGE PATHOLOGIST.....</i>	<i>80</i>
<i>TEACHER</i>	<i>81</i>
Appendix X – TAP Oversight Committee Members	82

The U-46 School District and the Elgin Teachers Association are committed to the academic success for all students. To meet that challenge, the parties agreed to re-structure and redesign the teacher evaluation system. Their work has been guided by the following purpose, values and beliefs which are jointly held by both parties. These values and beliefs provide the philosophy upon which the system is predicated.

PURPOSE

It is widely acknowledged in research around quality teacher appraisal systems that the outcomes of an effective teacher appraisal systems focus not only on the quality issues associated with effective teaching, but, at the same time learning for the teacher and students. In support of these research-based outcomes the Elgin Teachers Association, U-46 Administration, and the U-46 Board of Education have agreed upon the specific purposes and outcomes for the U-46 Teacher Appraisal Plan. The purposes and outcomes for the U-46 TAP are to:

- Support and focus professional growth and development in a quest for distinguished levels of performance
- Unify teachers and administration in its pursuit to maximize student learning
- Ensure a quality professional staff
- Provide choice for certified staff
- Provide a differentiated appraisal plan for ten different certified staff constituents as well as tenured and pre-tenured certified staff

The TAP is designed to meet the needs of certified staff at different points in one's career journey. During the pre-tenured years the TAP is dedicated to helping newly hired teachers become successful in their work. New teachers are given the opportunity to accelerate their learning and move more rapidly to proficiency. In those beginning years there is a heavier emphasis on monitoring quality control to assure that effective teachers are maintained in the school district. As teachers move through their career

journey and become tenured, the focus of the TAP shifts from a monitoring emphasis to one of professional growth and continuous learning.

A rich body of research about teacher evaluation and appraisal was used in the design of the TAP. At the core of this research is Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* (ASCD, 2007). *The Framework* provides the research-based definition of effective teaching in U-46 and is acknowledged as another very important aspect of the U-46 TAP. The Framework for Teaching is defined by four domains:

- Planning and Preparation
- Classroom Environment (The Environment)
- Instruction (or Delivery of Service)
- Professional Responsibilities

The Framework employs the use of a research based level of performance rubric in order to determine performance range. The levels of performance are:

- Distinguished
- Proficient
- Basic
- Unsatisfactory

In order to support the purposes, outcomes, and use of *The Framework* the TAP has been built around three main components. They are:

- Observations
- Conferences
- Professional Development

These TAP components and use of *The Framework*, as well as the outcomes and purposes are supported by a set of shared values and beliefs around how to use the TAP

with efficacy and fidelity. It is with shared agreement by all parties using the TAP, and a commitment to using all aspects of the TAP with fidelity and efficacy that will allow these stated purposes and outcomes to be realized.

TAP Values

Trust: a firm belief in the reliability or truth or strength of a person

Fairness: free from bias, dishonesty, or injustice

Professionalism: having or showing the skill of a professional; competent

Collaboration: to work jointly

Continuous Learning: to continually study to acquire new knowledge

Teaching and Learning: methods of helping all students to learn successfully

Equity (Appropriateness): fairness; the application of general principles of justice to correct or supplement the law

TAP Beliefs

- We believe in a presumption of competence. That all certified staff are trained professionals, competent to do the work for which they are assigned.
- We believe that to have an effective certified staff, we must be supportive, , not punitive in our approach to appraisal, within the spirit of the collective bargaining agreement.
- We believe an adequate amount of resources must be available to certified staff and administrators to complete the work of the TAP.
- We believe that data and evidence should drive decisions about certified staff, not speculation or opinions.

- We believe that consistent district criteria must be known to all so all participants in the TAP can make well informed decisions.
- We believe in due process.
- We believe professional development is positive, supportive and will retain a quality certified staff. We also recognize that certified staff should have choice when determining the type of professional development for their career.
- We believe certified staff should be setting goals, self-evaluating their progress, and reflecting on their classroom decisions.
- We believe time is valuable. The activities required for the TAP are to develop and maintain a quality certified staff.
- We believe that certified staff should be involved in a cycle of learning and development. Teaching is not an event, but rather an ongoing personal experience from which certified staff grow and develop.
- We believe that the focus of the TAP should on a certified staff's strengths as well as areas for growth. It is with positive support the certified staff can enhance his/her practice.
- We believe the TAP holds certified staff accountable to themselves and one another. Accountability also extends to impacting higher levels of student achievement.
- We believe the TAP is conversation based. Teachers and administrators are discussing teaching and learning. It is not a checklist, rather a process of looking closely at professional practice.
- We believe choices must be available to certified staff when selecting professional development. Our certified staff is large and diverse. It is important to have relevant and meaningful options that certified staff can select that will encourage active participation by all. ¹

¹ *By virtue of being stated, this does not require the District to contractually provide resources or limit the District in providing District-wide professional development it deems necessary.*

Observation Types

Foundational: Observation intended to provide a shared experience that is to develop a conversational, collaborative relationship that defines future work together.

Informal: The limited duration and unannounced nature of an Informal Observation is intended to collect evidence of limited scope to inform the upcoming formative collaborative conversation. It is the first of the two components of the Informal Observation Cycle. The second component of the Informal Observation Cycle is the Reflective Conference.

Formal: Of longer duration than the Informal Observation and occurring at a mutually agreed upon date and time, the appraiser will collect evidence on the components as discussed and agreed upon during the Planning Conference to inform the upcoming collaborative conversation. It is the second of the three inseparable components of the Formal Observation Cycle.

Conference Types

Foundational: The purpose is to develop the conversational, collaborative relationship between the teacher and appraiser that defines their future work together. The collaborative conversation is intended to accelerate the growth of the pre-tenured teacher's practice by providing an opportunity to align expectations prior to their first formal observation cycle. This foundational assistance may include a Foundational Observation preceding this conference by no more than 5 school days.

Planning: This conference, the first component of the Formal Observation Cycle, occurs prior to the Formal Observation. The purpose is to fully discuss the instructional plan for the period to be observed and to agree upon area(s) of focus and evidence

collection during the Formal Observation. Full discussion may include the review of relevant forms or other teacher provided artifacts.

Reflective: This conference, the final component of an Observation Cycle, occurs after each Formal Observation and Informal Observation. The purpose is to fully debrief the lesson with the appraiser and reflect upon the teacher's performance during the observation. The associated Reflective Conference provides the forum for the written and verbal feedback that will help guide the teacher's practice. The full debrief would include discussion of relevant forms or other teacher provided artifacts.

Benchmark: This conference provides the teacher an opportunity to share reflections as they relate to the teacher's self-directed professional growth with the appraiser. Specific expectations exist for pre-tenured teachers.

Summative: The purpose of this conference is to collaboratively reflect upon the collective work of the teacher; for pre-tenured staff this is over a one year period while for tenured staff this is up to a two year period. The collective work can include evidence and artifacts from the Portfolio (Year 1 & 2), Goal Setting (pre-tenured Year 3 & 4), from the self-directed professional development (tenured staff), Conferences, and Observations. For a pre-tenured teacher, a decision to recommend continued employment of the teacher is provided to Human Resources.

ISBE Teacher Descriptors

The following are the agreed upon descriptors for a teacher in U46 whose practice is appraised using the Level of Performance Rubric for Teachers based on Framework.

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

Excellent Descriptor

Teacher's practice indicates consistent movement towards a student centered classroom in which developmentally appropriate planning and preparation meet the individualized needs of students. The learning environment is culturally appropriate and leads to application of effective instruction, fostering student engagement. Teacher is able to accurately assess his or her practice, citing specific examples for improvement, and apply the new learning to impact the ongoing instructional needs of students. Teacher adeptly meets the multiple facets/requirements of his or her teaching assignment. Teacher is fully aware of information on students, test scores, other indicators, utilizing them to ensure successful learning by being both flexible and responsive.

Proficient Descriptor

Teacher's practice is effective due to developmentally appropriate planning and preparation which meet the individualized needs of students, a positive learning environment, and the consistent application of effective instruction. Teacher is able to accurately assess his or her practice and apply the new learning to impact the ongoing instructional needs of students. Teacher is able to meet the multiple facets/requirements of his or her teaching assignment. Teacher is fully aware of and responsive to information on students, test scores, and any other relevant indicators.

Needs Improvement Descriptor

Teacher's practice is ineffective due to minimal planning and preparation, erratic learning environment, and/or inconsistent application of effective instruction. Teacher is minimally willing to make the commitment to accurately assess his or her practice in order to improve instruction. Teacher does not demonstrate sufficient accountability to the multiple facets/requirements of his or her teaching assignment. Teacher shows an inconsistent response to information on students, test scores, and any other relevant indicators. A formal intervention is needed in order to increase the skills and competency of teacher's practice in his or her current assignment.

Unsatisfactory Descriptor

Teacher's practice is ineffective due to inappropriate planning and preparation, nonexistent learning environment, and/or a failure to apply effective instruction. Teacher is unable to accurately assess his or her practice in order to pursue improved instruction. Teacher is unable to meet the multiple facets/requirements of his or her teaching assignment. Teacher is not responsive to information on students, test scores, and any other relevant indicators. A formal remediation plan with support from a consulting teacher is necessary for the teacher to show an improvement in skills and a commitment to an enhancement of performance.²

² This language does not extend remediation rights beyond those provided by statute.

District Program Teacher

The TAP identifies the following teaching positions as Teacher Specialists for which there is a shared administrative commitment to the teacher's initial growth.

Related Services

Speech, School Social Work, Certified Nurses, and Psychologists

Itinerant

Deaf/Hard of Hearing, Vision, Bilingual, Bilingual Diagnostician

Traveling

Elementary Art, Elementary Music, Elementary Physical Education, General and Special Education teachers identified as traveling

Other

Early Childhood, Counselor, Gifted, Industrial Tech, CTE

Self-contained Special Education Classroom Teachers

MLP, EN1, EN2, ESL1, ESL2, BD, ED

Assessment Types

Formative Assessment:

Formative assessment emphasizes the mastery of classroom content instead of the earning of grades or test scores. Formative assessment is conducted throughout the entire instructional process to gauge students' progress. Results are then used to adapt instruction to meet students' needs. These adaptations can include reviewing material, alternative approaches to instruction, and additional practice. Feedback is also used to help students achieve their learning goals and takes the form of specific suggestions for improvement and discussion of errors rather than merely providing a correct answer.

Examples of formative assessments include but not limited to:

- Journals
- learning logs
- running records
- slate assessments
- student work
- fluency checks
- concept maps
- anecdotal records
- diagnostic tests
- quizzes

Summative Assessment:

Evaluation administered at the conclusion of an instructional unit to comprehensively assess student learning and the effectiveness of an instructional method or program.

Examples of summative assessment include but not limited to:

- final and end of course exams
- statewide tests
- local assessments
- standardized tests
- tests
 - unit
 - chapter
- graphic organizer

Professional Growth

The overall aim of professional growth is for certified staff to engage in new learning, whether to expand current knowledge or explore new areas. The purpose of this component is to provide a structured, supportive, and collaborative environment to promote professional learning that will further the joint goal of academic success for all students while acknowledging the developmental stages and needs of the teacher as stated in our TAP Values and Beliefs.

Years 1 and 2 - Portfolios

Portfolios will be comprised of both required items and items of the teacher's choice.

Pre-Tenured Years 3 and 4 – Goal Setting

The certified staff and appraiser will mutually agree on setting one (1) goal for the teacher linked to the Framework as informed by prior practice.

Tenured Staff - Self Directed

Tenured staff professional growth is organized into four options. The length of the cycle will depend on the option chosen.

Option– District or School Initiative

This option is open to all tenured certified staff who determine an area of growth focused on the components in the Framework. Certified staff can work independently or decide to work with colleagues.

The amount of time spent in this option is one year. This option may be repeated.

Option – Inquiry

This option allows a certified staff to work on a question she or he has in regard to (for example) classroom performance, student needs, curriculum implementation, the impact of various instructional strategies on learning, student behavior/discipline approaches, and classroom/worksite environment issues. The information gathered by the certified staff is then used to enhance teaching and student learning. Classroom/Worksite based inquiry can be accomplished individually or be done by a group of certified staff who have a common interest. The amount of time a teacher or group of certified staff can spend in this option is one to two years and participation in this option may be repeated.

The amount of time spent in this option can be one or two years. This option may be repeated.

Option – Advanced Inquiry

This option is open to all tenured certified staff who decide to pursue National Board Certification, an Ed.D., or a Ph.D. degree in the education field. The Ed.D. or Ph.D. program must be selected from the list of fully accredited institutions as defined in Article 27.52 of the Agreement.

The amount of time spent in this option can be anywhere from one to three years. This option can be repeated.

Option – Seeking System Support for Framework Implementation

This option is open to all tenured teachers in good standing who have experienced a significant change of assignment and feel the need for extra support because of that change. Teachers participating in this option choose an

area of growth focused on the components in the framework but can access additional support through the TEI Department and their building administrator.

The amount of time spent in this option is one year. This option may be repeated.

Professional Growth Evidence

Evidence of participation in an option is mandatory. Any indicator of progress is sufficient to show evidence of participation. Only if there is no indicator of progress may the teacher be assigned to Option Focus – District or School Initiatives. The failure to complete an option or show unsuccessful results shall not be the basis for an unsatisfactory rating.

Certified Staff Appraisal System

The goal of the system is to build on the experience teachers have and provide them with an appraisal process that honors that experience and builds on their commitment to continual learning and professional growth.

The components of this annual appraisal system are characterized by three distinct evidence driven experiences

1. Professional Growth
2. Observation Cycles
3. Conferences

Pre-Tenured Certified Staff: Years 1 and 2

Component #1: Professional Growth

Portfolios should be available for sharing on or before March 1st. The Portfolio serves as evidence to inform the summative evaluation. However, if the portfolio is completed by the end of the first year, it can be shared at that time.

Component #2: Observation Cycles

Observation cycles are distinct experiences that shall not have overlapping timelines. The time span between Formal Observation cycles shall be at least three (3) weeks. The same appraiser will conduct the Foundational Conference (and if requested by either party, the Foundational Observation), at least one Formal Observation Cycle, and the Summative Conference.

Foundational: For each of the first two years the pre-tenured teacher shall have a Foundational Conference. The Foundational Observation is optional and may be requested by either party to precede the Foundational Conference by no more than five (5) school days. This cycle occurs between September 3rd and September 30th.
[Forms: none]

Informal: For each of the first two years the pre-tenured teacher shall have at least one (1) Informal Observation Cycle. The Observation component is approximately 15 to 20 minutes in length and may be unannounced. Within three (3) school days of the observation, during the Informal Observation Reflective Conference, the mandatory form will be completed collaboratively by the teacher and appraiser. The Informal Observation cycle shall begin no earlier than September 21 and conclude no later than April 15.

[Form D: mandatory, completed by appraiser]

Formal: For each of the first two years the pre-tenured teacher shall have at least two (2) with a maximum of three (3) Formal Observation Cycles. Each cycle must include a Planning Conference and Reflective Conference and the three components of the Observation Cycle (Planning, Observation and Reflection) must occur within a two week calendar timeframe. In the event that the Observation component is cancelled, the Observation shall be rescheduled within seven (7) school days. In the case that one or both of the participants are unavailable to have the Formal Classroom Observation within the specified timeline, then the process shall restart. If the lack of availability only impacts the timing of the Reflective Conference the process will not need to be restarted but must be scheduled at the earliest mutually agreed upon time. The mandatory form will be completed by the appraiser. There shall be three (3) weeks between Formal Observation Cycles. The Formal Observation Cycle shall begin no earlier than September 21 and conclude no later than April 15.

- ❖ For a District Program Teacher at least one (1) Formal Observation Cycle shall be done by the program administrator (if one exists). The building administrator will let the District Program Teacher know which administrator (building or program administrator) will be doing each observation cycle prior to setting the dates.

- ❖ For an ELL K – 6, ESL 1, or ESL2 teacher at least one (1) Formal Observation cycle will be conducted by an ELL district program administrator or the building administrator/supervisor if the individual holds an ELL endorsement. The building administrator will let the teacher know which administrator (building or ELL program administrator) will be conducting each observation cycle prior to setting the dates.

[Form C: mandatory, completed by appraiser]

Component #3: Conferences

Benchmark: The conference is mandatory, but may, by the choice of the appraiser, be held in conjunction with the Summative Conference. If the Benchmark Conference is not held in conjunction with the Summative Conference, then the Benchmark can occur in either late spring or by September 30 of the subsequent year. The form is optional, to be completed by the teacher, and intended to be used as a protocol for discussion.

[Form F: optional, completed by teacher]

Summative: Each year the pre-tenured teacher shall have a Summative conference. The mandatory form will be submitted to the Human Resources Department by the appraiser. This mandatory conference shall occur no earlier than March 1 and no later than May 15 each year.

[Form J: mandatory, completed by the appraiser]

[Form I: optional, unless the teacher receives a rating of Unsatisfactory, completed by the appraiser]

Note: The same appraiser will conduct the Foundational Conference (and if requested by either party, the Foundational Observation), at least one Formal Observation Cycle, and the Summative Conference.

Pre-Tenured Certified Staff: Years 3 and 4

Component #1: Professional Growth

During the Summative or Benchmark Conference, the teacher and the appraiser will mutually determine one (1) goal for the teacher linked to the Framework. At the end of the third and fourth years, the teacher will reflect on his/her goal using the reflection form.

[Form E: mandatory, completed by teacher]

[Form F: optional, completed by teacher]

Component #2: Observation Cycles

Foundational: For each of these two years, unless the position is a new placement for the teacher, the Foundational Conference is optional and may be requested by either party. For those teachers in a new position this conference is mandatory. In the event there will be a Foundational Conference it may be preceded by a Foundational Observation by no more than five (5) school days. This cycle occurs between September 3rd and September 30th.

[Forms: none]

Note: The building administrator or program appraiser who conducts the Foundational Conference, or the Benchmark Conference if the Foundational Conference is not held, shall also conduct the Summative Conference.

Informal: For each of these two years the pre-tenured teacher shall have at least one (1) Informal Observation Cycle. The mandatory form will be completed collaboratively by the teacher and appraiser following the Informal Observation during the Informal Observation Reflective Conference which must be held within three (3) school days of the observation. The Informal Observation cycle shall begin no earlier than September 21 and conclude no later than April 15.

[Form D: mandatory, collaboratively completed then submitted by appraiser]

Formal: For each of these two years the pre-tenured teacher shall have at least two (2) with a maximum of three (3) Formal Observation Cycles. By no later than September 30, the building administrator will let the teacher know how many formal observations will take place. Each cycle must include a Planning Conference and Reflective Conference and the three components of the Observation Cycle (Planning, Observation and Reflection) must occur within a two week calendar timeframe. In the event that the Observation component is cancelled, the Observation shall be rescheduled within seven (7) school days. In the case that one or both of the participants are unavailable to have the Formal Classroom Observation within the specified timeline, then the process shall restart. If the lack of availability only impacts the timing of the Reflective Conference the process will not need to be restarted but must be scheduled at the earliest mutually agreed upon time. The mandatory form will be completed by the appraiser. There shall be three (3) weeks between Formal Observation Cycles. The Formal Observation Cycle shall begin no earlier than September 21 and conclude no later than April 15.

- ❖ For a District Program Teacher at least one (1) Formal Observation Cycle shall be done by the program administrator (if one exists). The building administrator will let the *District Program Teacher* know which administrator (building or program administrator) will be doing each observation cycle prior to setting the dates.
- ❖ For an ELL K – 6, ESL 1, and ESL2 teacher at least one (1) Formal Observation cycle will be done by an ELL district program administrator or the building administrator/supervisor if the individual holds an ELL endorsement. The building administrator will let the teacher know which administrator (building or ELL program administrator) will be doing each observation cycle prior to setting the dates.

[Forms A and B: optional, completed by teacher]

[Form C: mandatory, collaboratively completed then submitted by appraiser]

Component #3: Conferences

Benchmark: The conference is mandatory, but may, by the choice of the appraiser, be held in conjunction with the Summative Conference. If the Benchmark Conference is not held in conjunction with the Summative Conference, then the Benchmark can occur in either late spring or by September 30 of the subsequent year. The form is optional, to be completed by the teacher, and intended to be used as a protocol for discussion.

[Form F: optional, completed by teacher]

Summative: Each year the pre-tenured teacher shall have a Summative Conference. The mandatory form will be submitted to the Human Resources Department by the appraiser. This mandatory conference shall occur no earlier than March 1 and no later than May 15 each year.

[Form F: optional, completed by teacher]

[Form J: mandatory, completed by the appraiser]

[Form I: optional, unless the teacher receives a rating of Unsatisfactory, completed by the appraiser]

Note: The same appraiser will conduct the Foundational Conference, at least one Formal Observation Cycle, and the Summative Conference.

Tenured Certified Staff

By state statute at least one (1) observation, informal or formal, shall occur at least once every two years to determine the required summative rating. Dependent upon the professional growth option chosen by the tenured teacher, the appraisal experience is differentiated by the number and type of observation cycles between summative conferences to support the teacher's continued professional growth.

The appraisal of tenured teachers shall be performed by the teacher's immediate supervisor, the building administrator. For tenured District Program Teachers the immediate supervisor is the program administrator who oversees the work. A building administrator may participate in the appraisal of a tenured District Program Teacher by using the Informal Observation process. The building administrator will work with the District Program Teacher's immediate supervisor to work out the means by which his/her observation(s) will inform the determination of the summative ratings. The immediate supervisor will be responsible for the rating and will sign the appraisal form.

Tenured Teacher: Professional Growth Option - District or School Initiative

Component #1: Professional Growth

During the Summative or Benchmark Conference, the teacher will inform the appraiser of the selected Professional Growth Option: District or School Initiative and complete the required form.

[Form G: mandatory, completed by teacher]

Component #2: Observation Cycles

Informal: The Informal Observation Cycle is optional and may be requested by either party. The mandatory form will be completed collaboratively by the teacher and appraiser following the Informal Observation during the Informal Observation Reflective

Conference which must be held within three (3) school days of the observation. The Informal Observation cycle shall begin no earlier than September 21 and conclude no later than April 15.

[Form D: mandatory, collaboratively completed then submitted by appraiser]

Formal: A Formal Observation Cycle shall be completed at least once every two years but must occur in a year when a Summative Conference is planned. Each cycle must include a Planning Conference and Reflective Conference and the three components of the Observation Cycle (Planning, Observation and Reflection) must occur within a two week calendar timeframe. In the event that the Observation component is cancelled, the Observation shall be rescheduled within seven (7) school days. In the case that one or both of the participants are unavailable to have the Formal Classroom Observation within the specified timeline, then the process shall restart. If the lack of availability only impacts the timing of the Reflective Conference the process will not need to be restarted but must be scheduled at the earliest mutually agreed upon time. The mandatory form will be completed by the appraiser. There shall be three (3) weeks between Formal Observation Cycles. The Formal Observation Cycle shall begin no earlier than September 21 and conclude no later than April 15.

[Form A: optional, completed by teacher]

[Form A: mandatory, discussion protocol used during Planning Conference]

[Form B: optional, completed by teacher]

[Form B: mandatory, discussion protocol used during Reflective Conference]

[Form C: mandatory, collaboratively completed then submitted by appraiser]

Component #3: Conferences

Benchmark: The conference is mandatory, but may, by the choice of the appraiser, be held in conjunction with the Summative Conference. If the Benchmark Conference is not held in conjunction with the Summative Conference, then the Benchmark can occur in either late

spring or by September 30 of the subsequent year. The form is optional, to be completed by the teacher, and intended to be used as a protocol for discussion.

[Form H: optional, completed by teacher]

Summative: If two years have passed since the teacher's last Summative Conference then the teacher shall have a Summative Conference. If only one year has passed since the last Summative Conference then a summative may be held provided the teacher was informed by the appraiser of his/her intent at the beginning of the school year during the Benchmark Conference and a Formal Observation cycle has been completed by the appraiser that school year. The mandatory form will be submitted to the Human Resources Department by the appraiser. This mandatory conference shall occur no earlier than March 1 and no later than May 15 each applicable year.

[Form G: optional, completed by teacher]

[Form I: optional, completed by the appraiser, unless teacher rates Unsatisfactory at which time the form becomes mandatory]

[Form J: mandatory, collaboratively completed then submitted by appraiser]

Note: The same appraiser will conduct the Benchmark Conference, a Formal Observation cycle, and the Summative Conference.

Tenured Teacher: Professional Growth Option - Inquiry
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Component #1: Professional Growth

During the Summative or Benchmark Conference, the teacher will inform the appraiser of the selected Professional Growth Option: Inquiry and complete the required form.

[Form G: mandatory, complete by teacher]

Component #2: Observation Cycles

Informal: The Informal Observation Cycle is optional but may be requested by the teacher. The mandatory form will be completed collaboratively by the teacher and appraiser following the Informal Observation during the Informal Observation Reflective Conference which must be held within three (3) school days of the observation. The Informal Observation cycle shall begin no earlier than September 21 and conclude no later than April 15.

[Forms D: mandatory, collaboratively completed]

Formal: A Formal Observation Cycle shall be completed at least once every two years but must occur in a year when a Summative Conference is planned. Each cycle must include a Planning Conference and Reflective Conference and the three components of the Observation Cycle (Planning, Observation and Reflection) must occur within a two week calendar timeframe. In the event that the Observation component is cancelled, the Observation shall be rescheduled within seven (7) school days. In the case that one or both of the participants are unavailable to have the Formal Classroom Observation within the specified timeline, then the process shall restart. If the lack of availability only impacts the timing of the Reflective Conference the process will not need to be restarted but must be scheduled at the earliest mutually agreed upon time. The mandatory form will be completed by the appraiser. There shall be three (3) weeks between Formal Observation Cycles. The Formal Observation Cycle shall begin no earlier than September 21 and conclude no later than April 15.

[Form A: optional, completed by teacher]

[Form B: optional, completed by teacher]

[Form C: mandatory, collaboratively completed then submitted by appraiser]

Component #3: Conferences

Benchmark: The conference is mandatory, but may, by the choice of the appraiser, be held in conjunction with the Summative Conference. If the Benchmark Conference is not held in conjunction with the Summative Conference, then the Benchmark can occur in either late spring or by September 30 of the subsequent year. The form is optional, to be completed by the teacher, and intended to be used as a protocol for discussion.

[Form H: optional, completed by teacher]

Summative: If two years have passed since the teacher's last Summative Conference then the teacher shall have a Summative Conference. If only one year has passed since the last Summative Conference then a summative may be held provided the teacher was informed by the appraiser of his/her intent at the beginning of the school year during the Benchmark Conference and a Formal Observation cycle has been completed by the appraiser that school year. The mandatory form will be submitted to the Human Resources Department by the appraiser. This mandatory conference shall occur no earlier than March 1 and no later than May 15 each applicable year.

[Form G: optional, completed by teacher]

[Form I: optional, completed by the appraiser, unless teacher rates Unsatisfactory at which time the form becomes mandatory]

[Form J: mandatory, collaboratively completed then submitted by appraiser]

Note: The same appraiser will conduct the Benchmark Conference, a Formal Observation cycle, and the Summative Conference.

Tenured Teacher: Professional Growth Option – Advanced Inquiry

Component #1: Professional Growth

During the Summative or Benchmark Conference, the teacher will inform the appraiser of the selected Professional Growth Option: Advanced Inquiry and complete the required form.

[Form G: mandatory, complete by teacher]

Component #2: Observation Cycles

The teacher shall select to participate in an Informal or Formal Observation Cycle at least once every two years. In a year that a Summative Conference shall occur the teacher will select the type of Observation cycle.

Informal: The Informal Observation Cycle is optional but may be requested by the teacher. The mandatory form will be completed collaboratively by the teacher and appraiser following the Informal Observation during the Informal Observation Reflective Conference which must be held within three (3) school days of the observation. The Informal Observation cycle shall begin no earlier than September 21 and conclude no later than April 15.

[Forms D: mandatory, collaboratively completed then submitted by appraiser]

Formal: A Formal Observation Cycle is optional but may be requested by the teacher at least once every two years. Each cycle must include a Planning Conference and Reflective Conference and the three components of the Observation Cycle (Planning, Observation and Reflection) must occur within a two week calendar timeframe. In the event that the Observation component is cancelled, the Observation shall be rescheduled within seven (7) school days. In the case that one or both of the participants are unavailable to have the Formal Classroom Observation within the specified timeline, then the process shall restart. If the lack of availability only impacts the timing of the Reflective Conference the process will not need to be restarted but must be scheduled at the earliest mutually agreed upon time. The mandatory form will be completed by the appraiser. There shall

be three (3) weeks between Formal Observation Cycles. The Formal Observation Cycle shall begin no earlier than September 21 and conclude no later than April 15.

[Form A: optional, completed by teacher]

[Form B: optional, completed by teacher]

[Form C: mandatory, collaboratively completed then submitted by appraiser]

Component #3: Conferences

Benchmark: The conference is mandatory, but may, by the choice of the appraiser, be held in conjunction with the Summative Conference. If the Benchmark Conference is not held in conjunction with the Summative Conference, then the Benchmark can occur in either late spring or by September 30 of the subsequent year. The form is optional, to be completed by the teacher, and intended to be used as a protocol for discussion.

[Form H: optional, completed by teacher]

Summative: If two years have passed since the teacher's last Summative Conference then the teacher shall have a Summative Conference. If only one year has passed since the last Summative Conference then a summative may be held provided the teacher was informed by the appraiser of his/her intent at the beginning of the school year during the Benchmark Conference and the Observation cycle selected by the teacher has been completed by the appraiser that school year. The mandatory form will be submitted to the Human Resources Department by the appraiser. This mandatory conference shall occur no earlier than March 1 and no later than May 15 each applicable year.

[Form G: optional, completed by teacher]

[Form I: optional, completed by the appraiser, unless teacher rates Unsatisfactory at which time the form becomes mandatory]

[Form J: mandatory, collaboratively completed then submitted by appraiser]

Note: The same appraiser will conduct the Benchmark Conference, an Observation cycle, and the Summative Conference.

Tenured Teacher: Professional Growth Option – Seeking System Support for Framework Implementation

Component #1: Professional Growth

During the Summative or Benchmark Conference, the teacher will inform the appraiser of the selected Professional Growth Option: Seeking System Support for Framework Implementation and complete the required form.

[Form G: mandatory, complete by teacher]

Component #2: Observation Cycles

Informal: The Informal Observation Cycle is optional but may be requested by the either party. The mandatory form will be completed collaboratively by the teacher and appraiser following the Informal Observation during the Informal Observation Reflective Conference which must be held within three (3) school days of the observation. The Informal Observation cycle shall begin no earlier than September 21 and conclude no later than April 15.

[Forms D: mandatory, collaboratively completed then submitted by appraiser]

Formal: Formal Observation Cycle shall be completed at least once every two years but must occur in a year when a Summative Conference is planned. Each cycle must include a Planning Conference and Reflective Conference and the three components of the Observation Cycle (Planning, Observation and Reflection) must occur within a two week calendar timeframe. In the event that the Observation component is cancelled, the Observation shall be rescheduled within seven (7) school days. In the case that one or both of the participants are unavailable to have the Formal Classroom Observation within the specified timeline, then the process shall restart. If the lack of availability only impacts the timing of the Reflective Conference the process will not need to be restarted but must be scheduled at the earliest mutually agreed upon time. The mandatory form will be completed by the appraiser. There shall be three (3) weeks

between Formal Observation Cycles. The Formal Observation Cycle shall begin no earlier than September 21 and conclude no later than April 15.

[Form A: optional, completed by teacher]

[Form B: optional, completed by teacher]

[Form C: mandatory, collaboratively completed then submitted by appraiser]

Component #3: Conferences

Benchmark: The conference is mandatory, but may, by the choice of the appraiser, be held in conjunction with the Summative Conference. If the Benchmark Conference is not held in conjunction with the Summative Conference, then the Benchmark can occur in either late spring or by September 30 of the subsequent year. The form is optional, to be completed by the teacher, and intended to be used as a protocol for discussion.

[Form H: optional, completed by teacher]

Summative: If two years have passed since the teacher's last Summative Conference then the teacher shall have a Summative Conference. If only one year has passed since the last Summative Conference then a summative may be held provided the teacher was informed by the appraiser of his/her intent at the beginning of the school year during the Benchmark Conference and a Formal Observation cycle has been completed by the appraiser that school year. The mandatory form will be submitted to the Human Resources Department by the appraiser. This mandatory conference shall occur no earlier than March 1 and no later than May 15 each applicable year.

[Form G: optional, completed by teacher]

[Form I: optional, completed by the appraiser, unless teacher rates Unsatisfactory at which time the form becomes mandatory]

[Form J: mandatory, collaboratively completed then submitted by appraiser]

Note: The same appraiser will conduct the Benchmark Conference, a Formal Observation cycle, and the Summative Conference.

Forms

The forms are used to guide the process and to facilitate the ongoing dialogue about teaching and learning in U-46. Some forms do not require a written response however; the expectation is that both teacher and appraiser will be committed to having the quality conversations and will prepare and engage fully in the process. It is also understood that conversations around professional practice can occur at any time and can be initiated by the teacher or the appraiser. Below is a guide to the forms.

The teacher shall have five (5) school days from the date of the receipt of the completed Form C and J to attach any comments.

Form	Conference	Observation	Completed by:	Personnel File
Form A: Planning Protocol for Formal Observation	Planning Conference	Formal	Teacher (optional)	n/a
Form B: Reflective Protocol for Formal Observation	Reflective Conference	Formal	Teacher (optional)	n/a
Form C: Formal Observation	n/a	Formal	Administrator [#]	Yes
Form D: Informal Observation	n/a	Informal	Administrator and Teacher	Yes
Form E: Pre-Tenured Years 2 and 3 Goal Setting, <i>or</i> Pre-Tenured Years 3 and 4 Goal Setting	Benchmark Conference Summative Conference	n/a n/a	Teacher (Mandatory) Teacher (Mandatory)	n/a n/a
Form F: Pre-Tenured Years 3 and 4 Goal Setting Reflection	Summative Conference	n/a	Teacher (Optional)	n/a
Form G: Tenured Self Directed Professional Growth	Benchmark or Summative or Reflective*	n/a	Teacher (Mandatory)	n/a
Form H: Tenured Self Directed Professional Growth Reflection	Benchmark or Summative or Reflective*	n/a	Teacher (Optional)	n/a
Form I: Charlotte Danielson Framework for Teaching Rubric	Summative or Reflective*	n/a	Teacher and Administrator	Yes (Only if teacher rates Unsatisfactory)
Form J: Summative Assessment	Summative or Reflective*	n/a	Administrator [#]	Yes

[#] A copy of the completed form will be provided to the teacher for their own records.

* This depends on where an individual is in the appraisal cycle as well as in what option they are working.

NOTE: If any date mentioned in this document falls on a weekend or a holiday, the previous work day becomes the new deadline.

Form A: Planning Protocol for Formal Observation

Name of Staff: _____ School: _____

Grade Level(s): _____ Subject(s): _____

Name of Observer: _____ Date: _____

Area(s) of Observation Component Focus

Domain 2: _____ Domain 3: _____

Interview Protocol for a Planning Conference

Questions for discussion:

1. To which part of your curriculum does this lesson relate?

2. How does this learning "fit" in the sequence of learning for this class?

3. Briefly describe the students in this class, including those with special needs

4. What are your learning outcomes for this lesson? What do you want the students to understand?

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.

6. How will you differentiate instruction for different individuals or groups of students in the class?

7. How and when will you know whether the students have learned what you intend?

Form B: Reflective Protocol for Formal Observation

Protocol for the Reflection Conference

Name of Staff: _____ School: _____

Grade Level(s): _____ Subject(s): _____

Name of Observer: _____ Date: _____

Area(s) of Component Focus

Domain 2: _____ Domain 3: _____

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

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

3. If your area of focus in Domain 2 was classroom procedures 2c, student conduct 2d, or use of physical space 2e, please comment to what extent did these contribute to student learning?

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

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

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

Form C: Formal Observation

Name of Certified Staff: _____

Name of Appraiser: _____

Time	Actions and Statement/s/questions by Teacher and Students	Component

+ What's Working:	△ Current Focus-Challenges Concerns:
Teacher's Next Steps:	Appraiser's Next Steps:

Form D: Informal Observation

Certified Staff: _____

Date: _____ Appraiser: _____

<p>+ What's Working:</p>	<p>△ Current Focus-Challenges Concerns:</p>
<p>Staff's Next Steps:</p>	<p>Administrators Next Steps:</p>

Administrator & Certified Staff check all components that apply to this informal observation

<p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrating Knowledge of Content and Pedagogy <input type="checkbox"/> Demonstrating Knowledge of Students <input type="checkbox"/> Setting Instructional Outcomes <input type="checkbox"/> Demonstrating Knowledge of Resources <input type="checkbox"/> Designing Coherent Instruction <input type="checkbox"/> Designing Student Assessments 	<p>Domain 2: The Classroom Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creating an Environment of Respect and Rapport <input type="checkbox"/> Establishing a Culture for Learning <input type="checkbox"/> Managing Classroom Procedures <input type="checkbox"/> Managing Student Behavior <input type="checkbox"/> Organizing Physical Space
<p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflecting on Teaching <input type="checkbox"/> Maintaining Accurate Records <input type="checkbox"/> Communicating with Families <input type="checkbox"/> Participating in a Professional Community <input type="checkbox"/> Growing and Developing Professionally <input type="checkbox"/> Showing Professionalism 	<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicating with Students <input type="checkbox"/> Using Questioning and Discussion Techniques <input type="checkbox"/> Engaging Students in Learning <input type="checkbox"/> Using Assessment in Instruction <input type="checkbox"/> Demonstrating Flexibility and Responsiveness

Received Oral Feedback: _____

Date: _____

Adapted from the New Teacher Center; University of California, Santa Cruz

Form E: Pre-tenured Years 3 and 4 Goal Setting

Certified Staff: _____ School: _____

Date: _____

Professional Development Goal

Domain Focus: _____

1. Goal:

2. Timeline for Plan:

3. Methods/Strategies to be Used:

4. Indicators of Progress:

Form F: Pre-tenured Years 3 and 4 Goal Setting Reflection

Certified Staff: _____ School: _____

Date: _____

Professional Development Goal

Domain Focus: _____

1) State your professional development goal:

2) Reflect upon the success of your goal. Think about what your students learned, what you learned, what assessment tools were used.

3) What would you do differently?

Form G: Tenured Self Directed Professional Growth

Certified Staff(s) _____ School(s) _____

Grade(s) _____ Subject(s) _____ Date Submitted: _____

Benchmark Conference Date (if applicable) _____ *Domain Focus:* _____

Based on your self-assessment which, what ongoing inquiry have you decided to pursue? What are you trying to find out?

Describe the connection between this goal and your teaching assignment.

What would success on this goal look like? How will you know when you have achieved it? What would count as evidence of success?

Describe the methods you will use to work towards your goal, and their timelines

Methods/Activities	Timeline
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What resources will you need to better achieve your goal?

Form H: Tenured Self Directed Professional Growth Reflection Form

Certified Staff: _____ School: _____

Date: _____

Domain Focus: _____

1. To what extent did you implement your goal or project?
2. Did you find it necessary to modify your goal, or your project, as you learned more?
3. Which of the methods and or activities of your self-directed inquiry did you find most useful? Did you do some things that you had not initially planned? If so, what were these?
4. In what ways were your colleagues helpful to you in working on your self-directed inquiry?
5. What did you learn from your work on this Self Directed Inquiry project?
6. Do you intend to continue working on this plan next year? Why or why not?

Form I: Charlotte Danielson's Framework for Teaching Rubric

Certified Staff: _____ School(s) _____ Grade(s) _____ Subject(s) _____

Name of Appraiser: _____ Date Submitted: _____

The Domains/Components selected on Form I must have been focused on during formal observation(s), informal observation(s), and the professional development/benchmark conference.

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	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.
<i>1b: Demonstrating knowledge of students</i>	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.
<i>1c: Setting instructional outcomes</i>	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 are adapted, where necessary, to the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	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 range of resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out varied 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.
<i>1e: Designing coherent instruction</i>	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 displays a highly coherent structure.
<i>1f: Designing student assessment</i>	Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals, without clear criteria, and inappropriate for at least some students. Teacher plans 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 goals, using clear criteria, is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.

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Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, or individual differences 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 individual 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 individual 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 individual differences. Students themselves ensure high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	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.
<i>2c: Managing classroom procedures</i>	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, are either nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, have been established but function unevenly or inconsistently, with some loss of instructional time.	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, have been established and function smoothly, with little loss of instructional time.	Classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, are seamless in their operation, with students assuming considerable responsibility for their smooth functioning.
<i>2d: Managing student behavior</i>	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, 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 teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respectful to students.	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.
<i>2e: Organizing physical space</i>	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the physical arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. Teacher's use of physical resources, including computer technology, is moderately effective.	Teacher's classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement supports 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.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating with students</i>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students' cultures or levels of development.	Teacher's oral and written communication contains no errors but may not be completely appropriate to students' cultures or levels of development. It may require further elaboration to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing. Communications are appropriate to students' cultures and levels of development.	Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development. It also anticipates possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Teacher makes poor use of questioning and discussion techniques, with low-level or inappropriate questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and participation by all students.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and assume the responsibility for the participation of all students in the discussion.
<i>3c: Engaging students in learning</i>	Students are not at all intellectually engaged in learning, as a result of groupings, activities or materials inappropriate to their cultures or levels of understanding, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially in significant learning, resulting from groupings, activities or materials culturally or developmentally appropriate to only some students, or uneven lesson structure or pacing.	Students are intellectually engaged throughout the lesson in significant learning, with appropriate groupings, activities and materials, instructive presentations of content and suitable lesson structure and pacing.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the representation of content, the groupings, activities, and the materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>3d: Using Assessment in Instruction</i>	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.
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.	Teacher is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>4a: Reflecting on Teaching (Use is limited to the formal observation lesson plan.</i>	Teacher's reflection on the lesson does not provide an accurate or objective description of the event of the lesson.	Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved.	Teacher's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies.
<i>4b: Maintaining Accurate Records</i>	Teacher's system for maintaining both instructional and non-instructional records is either non-existent or in disarray, resulting in errors and confusion.	Teacher's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective, and students contribute to its maintenance.
<i>4c: Communicating with Families</i>	Teacher provides little or no information to families, or such communication is culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher communicates frequently and sensitively with individual families in a culturally sensitive manner, with students participating in the communication. Teacher successfully engages families in the instructional program; as appropriate.
<i>4d: Participating in a Professional Community</i>	Teacher avoids participating in school and district events and projects.* *As defined by Professional Growth Plan	Teacher becomes involved in school and district events and projects.* *As defined by Professional Growth Plan	Teacher participates actively in school and district events and projects.* *As defined by Professional Growth Plan	Teacher makes a substantial contribution to school and district events and projects.* *As defined by Professional Growth Plan
<i>4e: Growing and Developing Professionally</i>	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills, and is resistant to feedback from colleagues.	Teacher's participation in professional development activities is limited to those that are convenient or are required. Teacher accepts, with some reluctance, feedback from colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and welcomes feedback from colleagues.	Teacher actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as ongoing inquiry and mentoring new teachers. In addition, teacher seeks out feedback from colleagues.

Form J: Summative Assessment

Name of Certified Staff _____ School _____ Position _____

Name of Administrator _____ Employee ID Number _____

Area(s) of Component Focus: Domains 1 -4 _____

Pre-Tenured _____ Tenured _____ Portfolio was reviewed (if applicable) _____

Observation Dates included in the basis for this summative assessment:

Formal Observation Dates:	
Informal Observation Dates:	

Strengths:

Areas for Growth:

TAP Rating of Certified Staff's Performance

Pre-Tenured Unsatisfactory Basic Proficient Distinguished

Tenured Unsatisfactory Basic Proficient Distinguished

ISBE Rating of Certified Staff's Performance

Excellent Proficient Needs Improvement Unsatisfactory

We have conducted a conversation on the rubrics. The teacher has the right to attach written comments within five (5) school days of completion of this form for inclusion in their personnel file maintained in Human Resources.

Teacher's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

If the teacher is rated Unsatisfactory, the rubric will be placed in the teacher's personnel file.

If the teacher is rated Basic, Proficient, Distinguished, the rubric may be placed in the teacher's personnel file.

Appendix I – Danielson Domains

DOMAIN 1: PLANNING AND PREPARATION

Domain 1 defines how a teacher organizes the content that the students are to learn—how the teacher *designs* instruction. All elements of the instructional design—learning activities, materials, and strategies—should be appropriate to both the content and the students. The components of Domain 1 are demonstrated through the plans that teachers prepare to guide their teaching. The plan’s effects are observable through action in the classroom.

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: *Demonstrating Knowledge of Content and Pedagogy*

- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Component 1b: *Demonstrating Knowledge of Students*

- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students’ skills, knowledge, and language proficiency
- Knowledge of students’ interests and cultural heritage
- Knowledge of students’ special needs

Component 1c: *Setting Instructional Outcomes*

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

Component 1d: *Demonstrating Knowledge of Resources*

- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

Component 1e: *Designing Coherent Instruction*

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Component 1f: *Designing Student Assessments*

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Domain 2 consists of the non-instructional interactions that occur in a classroom. Activities and tasks establish a respectful classroom environment and a culture for learning. The atmosphere is businesslike; routines and procedures are handled efficiently. Student behavior is cooperative and non-disruptive, and the physical environment supports instruction. The components of Domain 2 are demonstrated through classroom interaction and are observable.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: *Creating an Environment of Respect and Rapport*

- Teacher interaction with students
- Student interactions with other students

Component 2b: *Establishing a Culture for Learning*

- Importance of the content
- Student pride in work
- Expectations for learning and achievement

Component 2c: *Managing Classroom Procedures*

- Management of instructional groups
- Management of materials and supplies
- Performance of non-instructional duties

Component 2d: *Managing Student Behavior*

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

Component 2e: *Organizing Physical Space*

- Safety and accessibility
- Arrangement of furniture and use of physical environment

DOMAIN 3: INSTRUCTION

Domain 3 consists of the components that actually engage students in the content. These components represent distinct elements of instruction. Students are engaged in meaningful work that is important to students as well as teachers. Like Domain 2, the components of Domain 3 are demonstrated through classroom interaction and are observable.

DOMAIN 3: INSTRUCTION

Component 3a: *Communicating with Students*

- Expectations for learning
- Directions and procedures
- Explanations of Content
- Use of oral and written language

Component 3b: *Using Questioning and Discussion Techniques*

- Quality of questions
- Discussion techniques
- Student participation

Component 3c: *Engaging Students in Learning*

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Component 3d: *Using Assessment in Instruction*

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

Component 3e: *Demonstrating Flexibility and Responsiveness*

- Lesson adjustment
- Response to students
- Persistence

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

The components in Domain 4 encompass the professional's roles outside of the classroom. These consist of professional responsibilities such as self-reflection and professional growth, service to students, the district, and to the profession as a whole. The components in Domain 4 are demonstrated through teacher interactions with colleagues, families, and the larger community.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES³

Component 4a: *Reflecting on Teaching*

Accuracy

Use in future teaching (Use is limited to formal observation lesson plan)

Component 4b: *Maintaining Accurate Records*

Student completion of assignments

Student progress in learning

Non-instructional records

Component 4c: *Communicating with Families*

Information about the instructional program

Information about individual students

Engagement of families in the instructional program

Component 4d: *Participating in a Professional Learning Community*

[Relationships with colleagues]

Involvement in a culture of professional inquiry (Related only to the Professional Growth Plan⁴)

[Service to the school]

Participation in school and district projects (Related only to the Professional Growth Plan)

Component 4e: *Growing and Developing Professionally*

Enhancement of content knowledge and pedagogical skill

[Receptivity to feedback from colleagues]

Service to the profession

[Component 4f: *Showing Professionalism*]

[Integrity and ethical conduct]

[Service to students]

[Advocacy]

[Decision making]

[Compliance with school and district regulations]

³ The elements of **Components 4d: *Participating in a Professional Community*** and **Component 4f: *Showing Professionalism*** appearing in brackets are part of the Danielson Frameworks but are NOT subject to the appraisal system.

⁴ This is not intended to evaluate the substantive aspects of the Professional Growth Plan.

Appendix II – ISBE Levels of Performance

The Framework defines levels of performance. The levels of performance are intended to define the teaching, not the teacher. They are not intended to be used as a checklist; rather the purpose of the rubrics is to give teachers specific and meaningful feedback to improve practice through observations and self reflection.

The levels of performance range from distinguished to unsatisfactory. The levels of performance are defined as follows:

- *Distinguished* performance refers to the professional teacher who innovatively involves students in the learning process and creates a true community of learners. Teachers performing at this level are exemplary and leaders in the field both in and out of their school.
- *Proficient* performance refers to the successful, professional teacher who consistently performs at a high level. It would be expected that most experienced teachers would perform at this level.
- *Basic* performance refers to the teacher who has the necessary knowledge and skills to be effective, but is inconsistent in applying the skills, usually due to inexperience. Teachers who are new to the profession or who are assigned to a new position may perform at this level.
- *Unsatisfactory* performance refers to a teacher who does not apply the concepts underlying the component. A teacher performing at this level is doing harm in the classroom.

If the feedback from the formal observation falls into the Unsatisfactory range on the rubrics another full observation cycle (planning conference, observation and reflective conference) will be completed. Both observations will then serve as evidence for the summative evaluation. A teacher must have two full observation cycles prior to being placed on remediation.

Appendix III – Experience Summary Table

	Years 1 and 2	Years 3 and 4	Tenured
Informal	Mandatory (1)	Mandatory (1)	Dependent upon the professional growth option in place.
Formal	Up to 3 with a minimum of 2	Up to 3 with a minimum of 2	
Foundational	Optional (1) by request of either party	Optional (1) by request of either party	Not applicable

Appendix IV – Late Hire Experience Expectations

For teachers in a 0.5 – 1.0 FTE position

Hire Date	Formal Observation Cycle	Informal Observation Cycle	Professional Development Portfolio	Conferences
Before Oct. 1	Up to 3 with a minimum of 2	At least 1	Yes	Full Conference Cycle
From Oct. 1 – Before Dec. 1	2	At least 1	Yes	Full Conference Cycle
From Dec. 1- Before Feb. 1	1	At least 1	Yes	Full Conference Cycle
Feb. 1 until End of School Year	0	At least 1	No	Foundation Conference Summative Conference

For teachers in a less than 0.5 FTE position

Hire Date	Formal Observation Cycle	Informal Observation Cycle	Professional Development Portfolio	Conferences
Before Oct. 1	2	At least 1	Yes	Full Conference Cycle
From Oct. 1 – Before Dec. 1	1	At least 1	No	Full Conference Cycle
Dec. 1 until End of School Year	0	At least 1	No	Foundation Conference Summative Conference

Appendix V – Professional Development

Option– District or School Initiative

This option is open to all tenured certified staff members who determine an area of growth focused on the components in the Framework. Certified staff can work independently or decide to work with colleagues.

Evidence of any of the following (examples include but are not limited to the ideas below)⁵:

- Implementation of SIP Goals
- Implementation of DIP
- Implementation of Curriculum Initiatives
- Develop and deliver professional development activities (on-going over the year)
- Committee participation
 - SIP
 - DIP
 - District Committees and Task Forces
 - School Committees (excluding social committees) must address curriculum and staff development needs
- Consulting Teacher
(as selected in the manner outlined in the contract/past practice)

Option - Inquiry

This option is open to any tenured certified staff who decides to complete one of the following:

- Conduct ongoing inquiry in classroom/worksite
- Participate in the Teacher Mentor Program as an approved mentor
- Enrolled in ongoing coursework

⁵ *Examples for the additional nine certified areas can be found on the U-46 Intranet.*

This option allows a certified staff to work on a question she or he might have in regard to (for example) classroom performance, student needs, *curriculum implementation*, the impact of various *instructional strategies* on learning, student behavior/discipline approaches, and classroom/worksite environment issues. The information gathered by the certified staff is then used to enhance teaching and student learning. Classroom/Worksite based inquiry can be accomplished individually or be done by a group of certified staff who have a common interest.

Some examples are:⁶

- *Curriculum implementation*: This may include an analysis of a component of the curriculum and its impact on student learning, integrating the curriculum through cross-discipline conversations, and developing new ways of better assessing students on curriculum-based work.
- *Instructional strategy*: The inquiry may involve teacher(s) investigating particular instructional strategies, such as cooperative learning, problem-based learning, inclusion activities, guided reading, and alternative classroom management techniques. This would be followed by the implementation of the strategy within the instructional program, and the documentation and analysis of the effectiveness of the strategy on student learning.
- *New Teacher Mentor*: Participation as an actively matched mentor in the ETA/U-46 approved Teacher Mentoring Program may be one of the choices selected by the certified staff.

Evidence of any of the following (a sample list, not limited to the ideas below):

- Masters (related to classroom/worksite practice)
- Individual Inquiry (related to either Domain 1, 2, and/or 3)
- In-building Group Inquiry (related to either Domain 1, 2, and/or 3)
- Out-of-Building Inquiry (related to either Domain 1, 2, and/or 3)
- Develop and implement curriculum

⁶ *Examples for the additional nine certified areas can be found on the U-46 Intranet.*

Possible methods for implementing an ongoing inquiry project may include but are not limited to:

Peer Consultation/Coaching/Observing: Peer observation is already part of the Teacher Mentoring Program in U-46/ETA. Mentors are trained to document evidence and to share this evidence with new certified staff in a non-judgmental way. The intent of peer coaching and observation is to promote deep self-reflection and an ongoing conversation among peers to improve practice. This is consistent with the idea that to promote continual learning and improvement, the cycle of isolation that characterizes our profession must be challenged and changed.

Study Groups/Support Teams/Learning Partners: This involves small groups of certified staff gathering together regularly to hold focused discussions on the subject of their ongoing inquiry project (anything in Domain 1, 2, or 3).

Option – Advanced Inquiry

This option is open to all tenured certified staff who decide to pursue National Board Certification, an Ed.D or Ph.D degree in the education field. The Ed.D or Ph.D program must be selected from the list of fully accredited institutions as defined in Article 27.52 of the Agreement.

Enrollment in⁷:

- National Board Certification
- Ed.D (related to classroom practice)
- Ph.D (related to classroom practice)

Option – Seeking System Support for Framework Implementation

This option is open to all tenured certified staff members in good standing who have experienced a significant change of assignment and feel the need for extra support

⁷ *Examples for the additional nine certified areas can be found on the U-46 Intranet.*

because of that change. Certified staff members participating in this option choose an area of growth focused on the components in the framework but can access additional support through the TEI Department and their building administrator.

The following is an example of an option that may be available based upon needs assessment and usage:

- New Teacher Orientation (NTO) for late-hires (hired after August NTO)

Indicators of Progress

For any option, the choices for documenting progress are varied. Indicators of progress can include but are not limited to:

- Teacher Reflection Journal
- Evidence of student work
- Classroom data
- Case study analysis
- Professional portfolios
- Videotape of classes
- Formative assessments
- Peer observations
- Collection of teacher created products

Appendix VI - Portfolios

Portfolios will be comprised of both required items and items of the certified staff member's choice.

Required items for classroom teachers will consist of:

- Two sets of lesson plans
- Copy of classroom rules
- Copy of classroom diagram
- Sample of parent communication, (i.e. newsletter, parent contact logs)
- Sample of one non-instructional and one instructional record keeping
- One informal (formative) and one formal (summative) assessment.

The new certified staff has the choice of including samples of the work they generate with their mentor and under the auspices of the Teacher Mentoring Program.⁸

⁸ *Portfolio requirements for the other nine certified areas can be found on the U-46 TAP web page.*

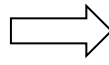
Appendix VII - Frameworks

Framework for:

- [Certified School Nurse](#)
- [Instructional Mentor](#)
- [School Counselor](#)
- [Speech Language Pathologist](#)
- [Diagnostician](#)
- [Itinerant](#)
- [School Psychologist](#)
- [Teacher](#)
- [Instructional Coach](#)
- [Library/Media Specialist](#)
- [School Social Worker](#)
-

**Domain 1:
Planning and Preparation**

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Establishing Goals for the School Health program Appropriate to the Setting and the Students Served
- 1d: Demonstrating Knowledge of Government Regulations and Resources, both Within and Beyond the School District
- 1e: Planning the School Health Program for Both Individuals and Groups of Students, Integrated with the Regular School Program
- 1f: Assessing Student Learning



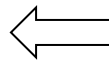
**Domain 2:
The Environment**

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Health and Wellness
- 2c: Manages Procedures for the Health Office
- 2d: Managing Student Behavior
- 2e: Organizes Physical Space



**Domain 3:
Delivery of Service**

- 3a: Collaborates with Others
- 3b: Communicates with Families
- 3c: Demonstrates Collegiality
- 3d: Uses Technology to Extend Performance
- 3e: Implements Screening and Health Promotion programs
- 3f: Reduces Barriers to Student Learning



**Domain 4:
Professional Responsibilities**

- 4a: Reflects on Practice
- 4b: Maintains Health Records in Accordance with Policy, and Submitting Records in a Timely Fashion
- 4c: Communicates Clearly and Accurately
- 4d: Demonstrates Flexibility and Responsiveness
- 4e: Participates in Evidence Based Practice
- 4f: Demonstrates Current Competency
- 4g: Demonstrates professionalism
- 4h: Provides Formal and Informal Health Education



Components of Professional Practice

Diagnostician

**Domain 1:
Planning and Preparation**

- 1a: Demonstrates and Communicates Knowledge of Local, State, and Federal Policies and Regulations
- 1b: Demonstrating Knowledge of Characteristics of Students With Exceptionalities
- 1c: Demonstrates Knowledge of Assessment Instruments and Tools
- 1d: Addressing Referral Questions

**Domain 2:
The Environment**

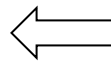
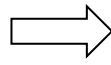
- 2a: Interaction with Parents and Teachers
- 2b: Interaction with Students
- 2c: Organizing Testing Rooms
- 2d: Managing Student Behavior During Assessment

**Domain 4:
Professional Responsibilities**

- 4a: Reflecting on Practice
- 4b: Maintaining and Using Appropriate Data to Determine Assessment Procedures
- 4c: Participating in a Professional Learning Community
- 4d: Growing and Developing Professionally
- 4e: Showing Professionalism

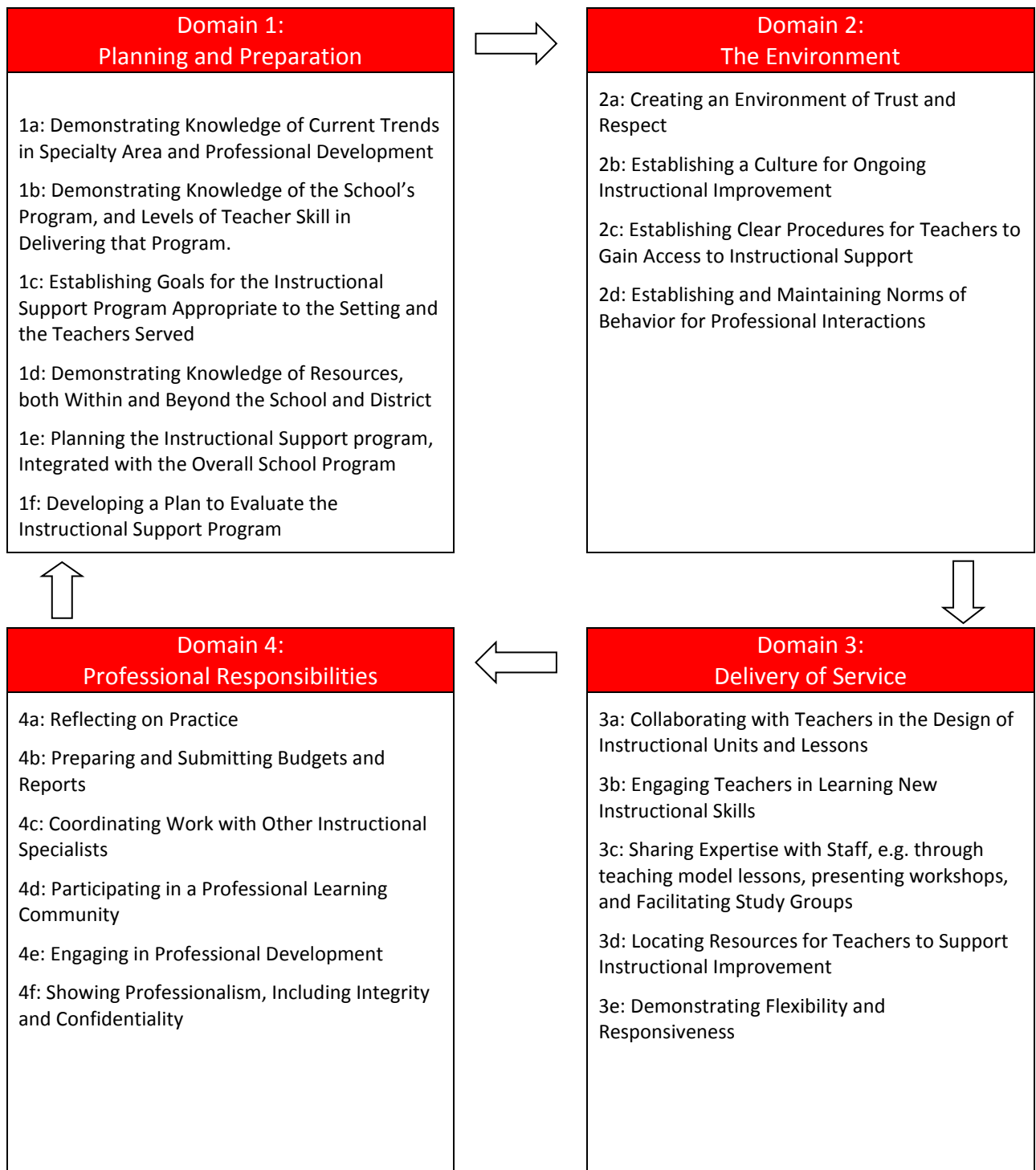
**Domain 3:
Delivery of Service**

- 3a: Communicating Clearly and Accurately with Student
- 3b: Following Best Practice Standards for Assessment
- 3c: IEP Development
- 3d: Providing Feedback to Parent/Student/Teacher
- 3e: Demonstrating Flexibility and Responsiveness



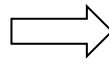
Components of Professional Practice

Instructional Coach



**Domain 1:
Planning and Preparation**

- 1a: Demonstrating Knowledge of Mentoring, Content and Pedagogy
- 1b: Demonstrating Knowledge of Teachers
- 1c: Demonstrating Knowledge of the School’s Instructional Goals
- 1d: Demonstrating Knowledge of Resources, both Within and Beyond the School District
- 1e: Designing a Coherent Goal-based Support Plan to Improve the Teacher’s Practice
- 1f: Utilizing Formative Assessments to Provide Evidence-based Feedback on Teacher Growth



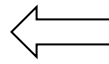
**Domain 2:
The Environment**

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Ongoing Instructional Improvement
- 2c: Managing Instructional Support



**Domain 3:
Delivery of Service**

- 3a: Communicating Effectively in the Mentoring Relationship
- 3b: Using Mentoring Language, Stems, and Questions
- 3c: Engaging Teachers in the Mentoring Process
- 3d: Using Data to Support Teacher in Monitoring Growth
- 3e: Demonstrating Flexibility, Responsiveness, and Persistence



**Domain 4:
Professional Responsibilities**

- 4a: Reflection on Practice and Progress in Relationship to the Instructional Support Goals
- 4b: Creating, Maintaining, Utilizing, and Submitting Required Reports
- 4c: Coordinating Work with Other Colleagues to Support Teacher Progress
- 4d: Participating in Professional Inquiry
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

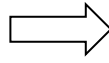


Components of Professional Practice

Itinerant

**Domain 1:
Planning and Preparation**

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Selecting Individual Educational Goals
- 1d: Demonstrating Knowledge of Resources
- 1e: Outside Classroom Data
- 1f: Assessing Student Learning



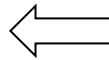
**Domain 2:
The Environment**

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior



**Domain 3:
Delivery of Service**

- 3a: Communicating Directions and Procedures Clearly and Accurately
- 3b: Communicating Assessment Criteria and Standards Clearly and Accurately
- 3c: Facilitating Student Learning
- 3d: Providing Feedback to Students
- 3e: Demonstrating Flexibility and Responsiveness



**Domain 4:
Professional Responsibilities**

- 4a: Reflecting on Practice
- 4b: Outside Classroom Data
- 4c: Communicating with Families About Student Progress and Your Procedures
- 4d: Contributing to the School and District
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism
- 4g: Advocacy/Collaborations

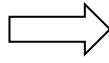


Components of Professional Practice

Library Media Specialist

**Domain 1:
Planning and Preparation**

- 1a: Demonstrates Knowledge of Literature and Current Trends in Library/Media Practice and Information Technology
- 1b: Demonstrating Knowledge of the School's Program and Student Information Needs Within That Program
- 1c: Establishing Goals for Library/Media Program Appropriate to Setting and Students Served
- 1d: Demonstrating Knowledge of Resources, Both Within and Beyond School and District, and Access to Such Resources as Interlibrary Loan
- 1e: Planning the Library/Media Program Integrated with the Overall School Program
- 1f: Developing a Plan to Evaluate the Library/Media program



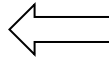
**Domain 2:
The Environment**

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Investigation and Love of Literature
- 2c: Establishing and Maintaining Library Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space to Enable Smooth Flow



**Domain 3:
Delivery of Service**

- 3a: Maintaining and Extending the Library Collection in Accordance with the School's Needs and Within Budget Limitations
- 3b: Collaborating with Teachers in the Design of Instructional Units and Lessons
- 3c: Engaging Students in Enjoying Literature and in Learning Information Skills
- 3d: Assisting Students and Teachers in the Use of Technology in the Library/Media Center
- 3e: Demonstrating Flexibility and Responsiveness



**Domain 4:
Professional Responsibilities**

- 4a: Reflecting on Practice
- 4b: Preparing and Submitting Reports and Budgets
- 4c: Communicating With the Larger Community
- 4d: Participating in a Professional Community
- 4e: Engaging in Professional Development
- 4f: Showing Professionalism

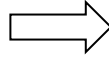


Components of Professional Practice

School Counselor

**Domain 1:
Planning and Preparation**

- 1a: Demonstrating Knowledge of Counseling Theory and Techniques
- 1b: Demonstrating Knowledge of Child and Adolescent Development
- 1c: Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served
- 1d: Demonstrating Knowledge of State and Federal Regulations and of Resources Both Within and Beyond the School District
- 1e: Planning the Counseling Program, Integrated with the Regular School Program
- 1f: Developing A Plan to Evaluate the Counseling Program



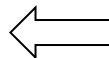
**Domain 2:
The Environment**

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Productive Communication
- 2c: Managing Routines and Procedures
- 2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School



**Domain 3:
Delivery of Service**

- 3a: Assessing Student Needs
- 3b: Assisting Students and Teachers in the Formulation of Academic, Personal/Social, and Career Plans Based on Knowledge of Student Needs
- 3c: Using Counseling Techniques in Individual and Classroom Programs
- 3d: Brokering Resources to Meet Needs
- 3e: Demonstrating Flexibility and Responsiveness



**Domain 4:
Professional Responsibilities**

- 4a: Reflection on Practice
- 4b: Maintaining Records and Submitting Them in a Timely Fashion
- 4c: Communicating with Families
- 4d: Participating in a Professional Learning Community
- 4e: Engaging in Professional Development
- 4f: Showing Professionalism

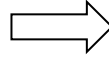


Components of Professional Practice

School Psychologist

**Domain 1:
Planning and Preparation**

- 1a: Demonstrating Current Knowledge of School Psychology
- 1b: Demonstrating Knowledge of Students
- 1c: Addressing Referral Questions
- 1d: Demonstrating Knowledge of Special Education Programs in the School District
- 1e: Complying with Procedural Guidelines
- 1f: Developing a Plan to Evaluate the Psychology Program



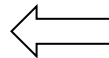
**Domain 2:
The Environment**

- 2a: Interaction with Other Members of the Service Team
- 2b: Interaction with Students
- 2c: Managing Student Behavior During Evaluations
- 2d: Managing Assessment Procedures
- 2e: Organizes Physical Space for Testing of Students and Storage of Materials



**Domain 3:
Delivery of Service**

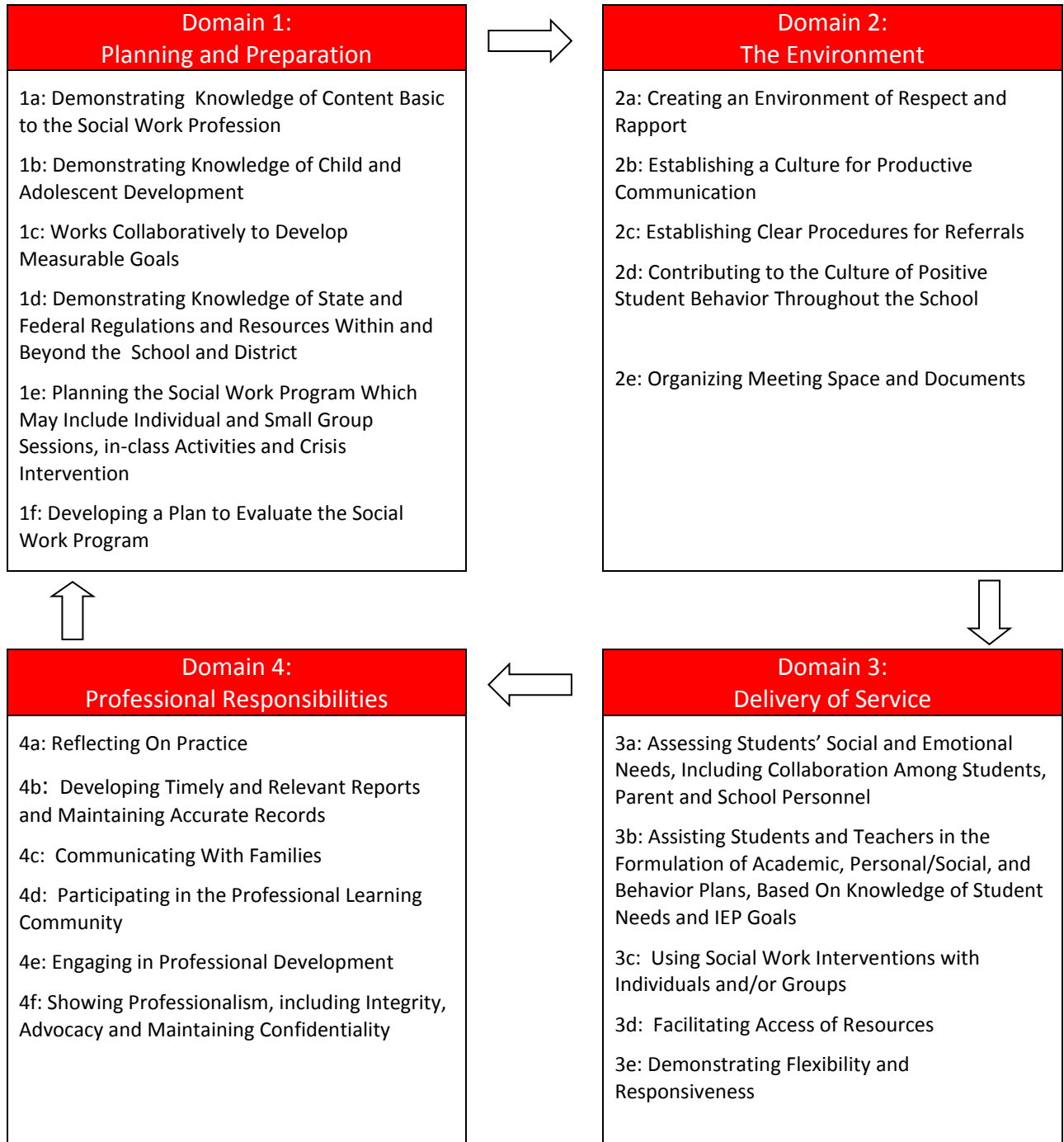
- 3a: Communicating Information Clearly and Accurately
- 3b: Constructs Intervention and Prevention Programs
- 3c: Participates in IEP Development
- 3d: Provides Consultation to School Personnel and Parents



**Domain 4:
Professional Responsibilities**

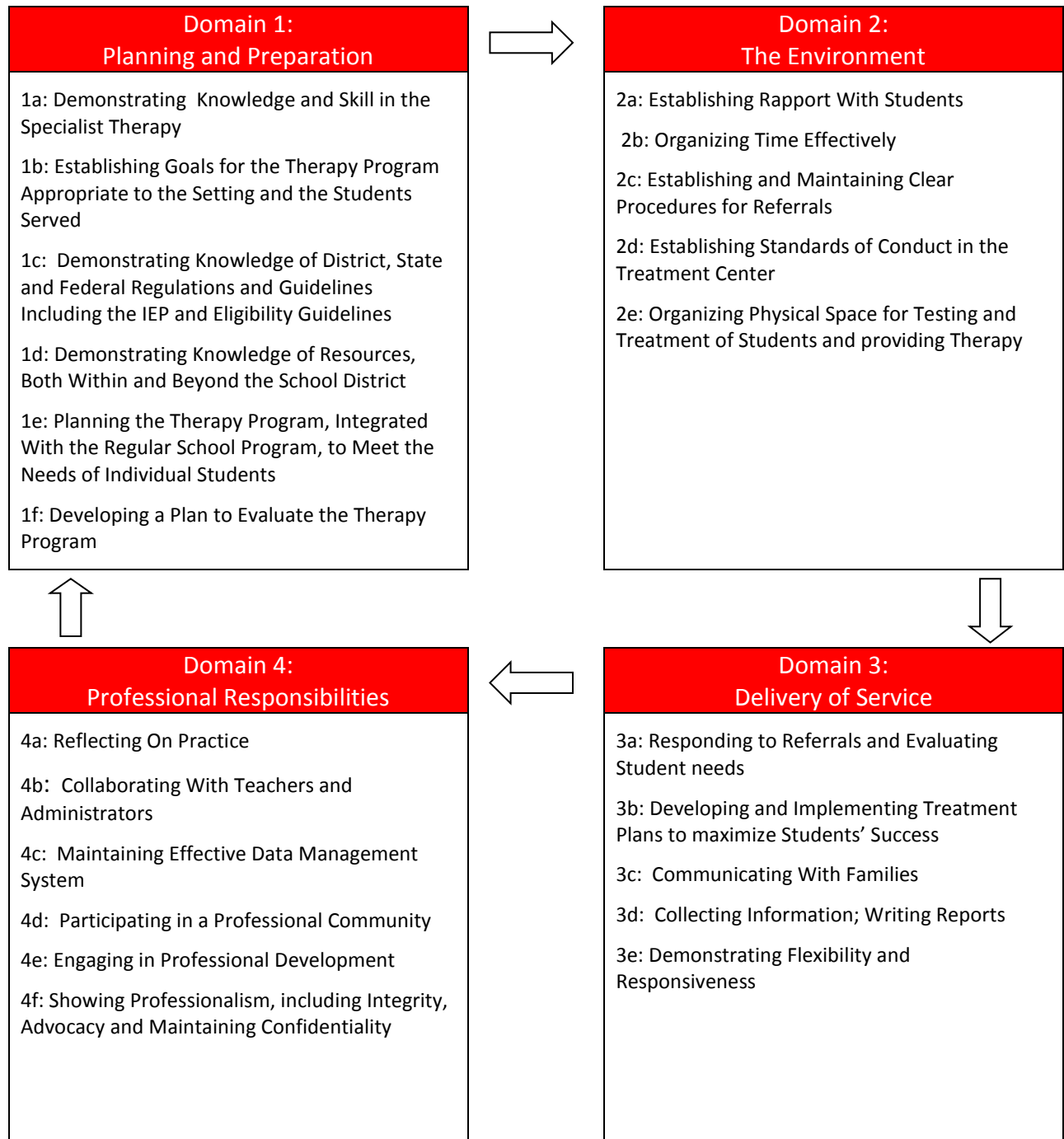
- 4a: Communicating with Families About Assessment Procedures
- 4b: Accuracy of Reports
- 4c: Enhancement of Professional Knowledge
- 4d: Professional Conduct





Components of Professional Practice

Speech Language Pathologist

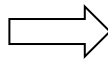


Components of Professional Practice

Teacher

**Domain 1:
Planning and Preparation**

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments



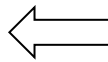
**Domain 2:
The Classroom Environment**

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space



**Domain 3:
Instruction**

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness



**Domain 4:
Professional Responsibilities**

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in a Professional Learning Community
- 4e: Growing and Developing Professionally
- [4f: Showing Professionalism]



Appendix VIII – Levels of Performance Rubrics

The following resources can be found on the ETA website at www.TheETA.org/tap.

Levels of Performance for:

- Certified School Nurse
- Diagnostician
- Instructional Coach
- Instructional Mentor
- Itinerant
- Library/Media Specialist
- School Counselor
- School Psychologist
- School Social Worker
- Speech Language Pathologist
- Teacher

Appendix IX – ISBE Descriptors

- [Certified School Nurse](#)
- [Diagnostician](#)
- [Instructional Coach](#)
- [Instructional Mentor](#)
- [Itinerant](#)
- [Library/Media Specialist](#)
- [School Counselor](#)
- [School Psychologist](#)
- [School Social Worker](#)
- [Speech Language Pathologist](#)
- [Teacher](#)

CERTIFIED SCHOOL NURSE

Excellent Descriptor

CSN practice indicates consistent movement towards a student-centered school environment in which planning and preparation is developmentally appropriate and meets the individualized needs of students. The CSN provides support to the learning environment that is culturally appropriate not in other descriptors and reflects application of effective school health principles, fostering health and wellness and supporting learning. CSN is able to accurately assess his or her practice, citing specific examples for improvement, and apply the new learning to impact the ongoing health and instructional needs of students. CSN adeptly meets the multiple facets/requirements of his or her school nurse assignment. CSN is fully aware of student health information and any other relevant indicators, utilizing them to support successful learning by being both flexible and responsive to the needs of students and staff.

Proficient Descriptor

CSN practice is effective due to planning and preparation which is developmentally appropriate and meets the individualized needs of students. The CSN supports a positive learning environment and the consistent application of school health principles. CSN is able to accurately assess his or her practice and apply the new learning to impact the ongoing health and instructional needs of students. CSN is able to meet the multiple facets/requirements of his or her school nurse assignment. CSN is fully aware of and responsive to student health information and any other relevant indicators.

Needs Improvement Descriptor

CSN practice is ineffective due to minimal planning and preparation, erratic support of the learning environment, and/or inconsistent application of school health principles. CSN is minimally willing to make the commitment to accurately assess his or her practice in order to improve students' ability to access instruction. CSN does not demonstrate sufficient accountability to the multiple facets/requirements of his or her school nurse assignment. CSN shows an inconsistent response to student health information and any other relevant indicators. A formal intervention is needed in order to increase the skills and competency of CSN's practice in his or her current assignment.

Unsatisfactory Descriptor

CSN practice is ineffective due to inappropriate planning and preparation, nonexistent support of the learning environment, and/or a failure to apply effective school health principles. CSN is unable to accurately assess his or her practice in order to improve students' ability to access instruction. CSN is unable to meet the multiple facets/requirements of his or her school nurse assignment. CSN is not responsive to student health information and any other relevant indicators. A formal remediation plan with support from a consulting CSN is necessary for the CSN to show an improvement in skills and a commitment to an enhancement of performance.

DIAGNOSTICIAN

Excellent Descriptor

The diagnostician's practice indicates a deep understanding of the characteristics related to students with exceptionalities and the selection, use and interpretation of assessment tools. The diagnostician's interactions with parents and teachers are respectful and collaborative, and they are able to explain procedures to all parties, including students.

The testing environment is made as warm, caring, and respectful as possible through responding to students with patience and understanding, and by consulting with building personnel on an optimal testing location. The diagnostician is able to communicate information in a sensitive and clear manner and is highly skillful at following best practices in assessment and recommending instructional adaptations. The diagnostician is able to accurately assess their own practice, citing specific examples for improvement, and the on-going needs to the student.

Proficient Descriptor

The diagnostician's practice indicates a thorough understanding of the characteristics related to students with exceptionalities and the selection, use and interpretation of assessment tools. The diagnostician's interactions with parents and teachers show mutual respect and they are able to answer questions posed by all parties, including students. The testing environment is made friendly and respectful through appropriate interactions and arranging of location to maximize efficiency and safety. The diagnostician is able to communicate information in a clear manner and is skillful at following best practices in assessment and recommending instructional adaptations. The diagnostician is able to accurately assess their own practice and apply appropriate techniques to impact the needs of the student.

Needs Improvement Descriptor

The diagnostician's practice indicates a lack of the basic understanding of the characteristics related to students with exceptionalities and is ineffective in the selection, use and interpretation of assessment tools. The diagnostician's interactions with parents and teachers are inappropriate and demonstrate a lack of a basic level of respect. The testing environment is characterized by inappropriate interactions and a lack of adequate modifications to the testing room limitations. The diagnostician lacks a basic skill in communication and lacks ability at following best practices in assessment and recommending appropriate instructional adaptations. The diagnostician is minimally willing to make the commitment to accurately assess their own practice in order to improve performance. A formal intervention is needed in order to increase the skills and competency of the diagnostician's practice in their current assignment.

Unsatisfactory Descriptor

The diagnostician's practice indicates little or no understanding of the characteristics related to students with exceptionalities and an inability to select, use and interpret assessment tools. The diagnostician's interactions with parents and teachers are negative and inappropriate. The testing environment is characterized by negative and inappropriate interactions and a lack of modifications to the testing room limitations. The diagnostician is unable to communicate clearly and accurately. The diagnostician does not follow practices for assessment and selecting suitable adaptations. The diagnostician is unable to accurately assess their own practice in order to pursue improved performance. A formal remediation plan with support from a consulting teacher is necessary for the diagnostician to show an improvement in skills and commitment to enhanced performance.

INSTRUCTIONAL COACH-SPECIALIST

Excellent Descriptor

Instructional specialist's knowledge of specialty area trends including professional development, school programs and resources, and the school's goals for instructional support are wide and deep meeting the needs of the staff. Instructional specialist's plan is well designed to support staff and created in collaboration with staff. Instructional specialist has established a culture of professional inquiry, respectful and trusting staff relationships in which specialist/coach has clear procedures for accessing support. Instructional specialist initiates collaboration with teachers, engages most teachers in acquiring new skills, and creates high-quality model lessons and workshops appropriate to needs of the teachers. Instructional specialist seeks input on the support program from students, parents and staff. Instructional specialist actively pursues professional development opportunities, and reflects accurately and perceptively on their practice citing examples. Instructional specialist meets deadlines and takes a leadership role in school and district events.

Proficient Descriptor

Instructional specialist's knowledge of specialty area and professional development trends, school programs and resources, and the school's goals for instructional support are thorough, meeting the needs of the staff. Instructional specialist's plan is well designed and supports teachers in the improvement of their instructional skills. Instructional specialist has established clear norms of mutual respect for professional interaction and locates resources for instructional improvement upon request. Instructional specialist collaborates with teachers, engages many teachers in acquiring new skills, and creates quality model lessons and workshops appropriate to needs of teachers. Instructional specialist's reflection is accurate and objective, and revisions to the instructional plan are made when needed. Instructional specialist meets deadlines, participates in school and district events, and seeks out professional development opportunities.

Needs Improvement

Instructional specialist is ineffective due to limited or basic familiarity with specialty area and professional development trends, school programs and resources, and the school's goals for instructional support. Instructional specialist's plan does not fit with broader goals of the school. Teachers decline or are reluctant to request support opportunities. Instructional specialist is minimally willing to collaborate with teachers and other specialists. Specialist is also minimally willing to reflect upon and make changes to current practices, and participate in professional development and school or district events. A formal intervention is needed in order to increase the skills and competency of instructional specialist's practice in their current assignment.

Unsatisfactory Descriptor

Instructional specialist's demonstrates little or no familiarity with specialty area trends, trends in professional development, school programs and school and district resources, and the district's and school's goals for instructional support. Instructional specialist is ineffective due to a lack of the following: sharing of expertise with staff, alignment of instructional support plan with school and district goals, reflection on practice and plan, establishment of norms of professional conduct, procedures to gain access to instructional support, meeting deadlines and collaboration with teachers or other specialists to promote professional learning.

INSTRUCTIONAL MENTOR

Excellent Descriptor

Instructional Mentor demonstrates extensive knowledge of mentoring skills and strategies based on the Framework for Teaching and uses them to collaborate, engage, and differentiate based on the teacher's needs. Instructional Mentor and teacher equally contribute to maximize the success and progress of the relationship by sharing data, tools, and resources related to the mentoring process.

Proficient Descriptor

Instructional Mentor demonstrates knowledge of mentoring skills and strategies based on the Framework for Teaching and uses them to collaborate, engage, and differentiate based on the teacher's needs. Instructional Mentor and teacher contribute to the success and progress of the relationship by sharing data, tools, and resources related to the mentoring process.

Needs Improvement Descriptor

Instructional Mentor demonstrates limited knowledge of mentoring skills and strategies based on the Framework for Teaching and uses them inconsistently to collaborate, engage, and differentiate based on the teacher's needs. Instructional Mentor and teacher inconsistently contribute to the success and progress of the relationship by sharing data, tools, and resources related to the mentoring process. A formal intervention is needed in order to increase the skills and competency of Instructional Mentor's practice in his or her current assignment.

Unsatisfactory Descriptor

Instructional Mentor does not demonstrate knowledge of mentoring skills and strategies based on the Framework for Teaching and does not use them to collaborate, engage, and differentiate based on the teacher's needs. Instructional Mentor does not attempt to contribute to the success and progress of the relationship by sharing data, tools, and resources related to the mentoring process. A formal remediation plan with support from a consulting Instructional Mentor is necessary for the mentor to show an improvement in skills and a commitment to an enhancement of performance.

ITINERANT

Excellent Descriptor

Itinerant teacher's practice indicates extensive knowledge towards individual student success in which developmentally appropriate planning, preparation and collaboration meet the specific needs of students. The learning environment is educationally appropriate and leads to student success and independence. Itinerant is able to accurately assess their own practice, citing specific examples for improvement, and apply appropriate techniques to impact the ongoing instructional needs of students. Itinerant adeptly meets the multiple facets/requirements of their teaching assignment. Itinerant is fully aware of individual student needs, academic indicators, and other pertinent information, utilizing them to ensure successful learning by being both flexible and responsive.

Proficient Descriptor

Itinerant teacher's practice is solid due to developmentally appropriate planning, preparation and collaboration which meet the individualized needs of students and provide consistent application of effective instruction and communication. Itinerant is able to accurately assess their own practice and apply appropriate techniques to impact the ongoing instructional needs of students. Itinerant is able to meet the multiple facets/requirements of their teaching assignment. Itinerant is fully aware of and responsive to individual student needs, academic indicators and other pertinent information affecting student performance.

Needs Improvement Descriptor

Itinerant teacher's practice is ineffective due to minimal planning, preparation and collaboration and/or inconsistent application of effective instruction and communication. Itinerant is minimally willing to make the commitment to accurately assess their own practice in order to improve instruction and performance. Itinerant inconsistently implements the multiple facets/requirements of their teaching assignment. Itinerant shows an inconsistent response to individual student needs, academic indicators, and other pertinent information affecting student performance. A formal intervention is needed in order to increase the skills and competency of itinerant's practice in their current assignment

Unsatisfactory Descriptor

Itinerant teacher's practice is ineffective due to inappropriate planning, preparation and collaboration and/or a failure to apply effective instruction and communication. Itinerant is unable to accurately assess their own practice in order to pursue improved instruction and performance. Itinerant is unable to meet the multiple facets/requirements of their teaching assignment. Itinerant is unresponsive to individual student needs, academic indicators and other pertinent information affecting student performance. A formal remediation plan with support from a consulting teacher is necessary for the itinerant to show an improvement in skills and a commitment to enhanced performance.

LIBRARY-MEDIA SPECIALIST

Excellent Descriptor

Library/media specialist demonstrates thorough) and rich understanding of literature and technology, is fully aware of resources and the application of content standards. Library/media specialist has highly appropriate goals and an organized plan for the medial program that includes highly sophisticated evaluation of the program arrived at through highly accurate reflection. Routines and procedures are seamless. Library/media specialist thoughtfully selects materials for a balanced collection and anticipates school needs when ordering. Library/media specialist establishes clear standards of conduct and interactions with students are highly respectful. Library/media specialist is proactive in assisting students. Library/media specialist assumes leadership role with colleagues and initiates collaboration in lesson design which results in highly engaged students

Proficient Descriptor

Library/media specialist demonstrates awareness of resources, literature, technology, and content standards. Clear and appropriate goals and plans for media program supports teachers and students information needs and are revised as needed upon reflection. Routines and procedures function smoothly. Collaboration with colleagues leads to effectively designed lessons and engaged students. Library/media specialist establishes clear standards of conduct and interactions with students are respectful. Library/media specialist provides balanced collections and honors teacher requests when ordering.

Needs Improvement Descriptor

Library/media specialist demonstrates limited knowledge of resources, literature, technology and content standards. Library/media specialist's rudimentary plans and goals for the media program result in partially successful routines and procedures, collection development (and budgeting. Library/media specialist makes effort to establish standards of conduct for students; library/media specialist's interactions with students are appropriate, some students are engaged, and help is provided to students upon request.

Unsatisfactory Descriptor

Library/media specialist has little or no knowledge of resources, literature, technology, content standards, budget, or collection development techniques. The media program has ineffective routines and procedures and no clear goals or plans. Library/media specialist does not collaborate with colleagues, resulting in poorly designed lessons and library collections. Library/media specialist interacts inappropriately with disengaged and often poorly assisted students.

SCHOOL COUNSELOR

Excellent Descriptor

Engage and collaborate with educators, parents, guardians and the community by providing proactive leadership through services, programs, and resources to help students achieve success. Counselors' work exemplifies the school's mission to support the academic, career, and social-emotional developmental needs of all students. Counselor is highly efficient in utilizing a wide variety of diverse techniques that allow for optimal and personal development of all students while maintaining integrity and confidentiality when advocating for students.

Proficient Descriptor

Engage and collaborate with educators, parents, guardians and the community by providing contributions through services, programs, and resources to help students achieve success. Counselors work supports the school's mission in relation to the academic, career, and social-emotional developmental needs of students. Counselor is efficient in utilizing techniques that allow for the personal development of all students while maintaining integrity and confidentiality when advocating for students.

Needs Improvement Descriptor

Counselor's practice is minimally effective due to unclear goals and inconsistent planning that partially meets students' needs. Counselor has limited interventions and resources to promote student success in academics, social/emotional, and career planning as aligned with the school's mission. Counselor displays a narrow range of developmentally age appropriate services to promote student success.

Unsatisfactory Descriptor

Counselor's practice is ineffective due to lack of goals and inappropriate planning that will not meet students' needs. Counselor display dishonesty in interactions and does not participate in professional development. Counselor has no interventions and resources to promote student success in the academics, social/emotional, and career planning as aligned with the school's mission. Counselor does not build relationships and /or lacks empathy. A formal remediation plan with support from a consulting counselor is necessary for the counselor to show an improvement in practice.

SCHOOL PSYCHOLOGIST

Excellent Descriptor

The school psychologist demonstrates comprehensive knowledge of students' background, skills, disabilities, and interests to respond to referral questions and plan for assessment and intervention. The school psychologist demonstrates excellence in implementing multiple procedures and techniques to assess student abilities while adapting to special needs and circumstances. Interactions with other members of the service team, parents, and students are outstanding, reflecting an ability to facilitate communication regardless of individual differences. Spoken and written communication is outstanding. It provides clear, concise, and explicit information; questions are addressed with clarity. The school psychologist makes excellent suggestions specific to the student's needs when developing prevention, intervention, and/or behavior management plans. The school psychologist models high standards of professionalism, engaging in ongoing professional development and meeting all professional responsibilities.

Timelines and Organization not part of excellent.

Proficient Descriptor

The school psychologist addresses referral questions by using appropriate assessment methods to gather information about the student. Interactions with other members of the service team, parents, and students are appropriate and reflect mutual respect necessary to establish rapport. Spoken and written communication provides clear and explicit information. Needs quality

The school psychologist collaborates with other staff members to develop interventions based on relevant assessment results. The school psychologist consistently seeks out opportunities for continuing professional development at the district, state, or national level. The school psychologist consistently meets procedural timelines. Materials are well organized. They are stored in a secure location and are available when needed.

Needs Improvement Descriptor

The school psychologist displays limited knowledge of appropriate assessment methods and minimal knowledge of the students. Interactions with other members of the service team, parents, and students are inconsistent and do not always reflect mutual respect. Spoken and written communication is inconsistent and does not always provide sufficient and accurate information. The school psychologist does not always demonstrate understanding of student needs and/or provide appropriate intervention strategies. The school psychologist engages in limited professional development. The school psychologist inconsistently meets procedural timelines. Materials are not well organized and difficult to find when needed.

Unsatisfactory Descriptor

The school psychologist's assessments do not address the referral question or student needs. Interactions with staff, parents, and students are inappropriate and/or unproductive. Spoken and written communication provides limited or inaccurate information. The school psychologist does not actively participate in the development of appropriate interventions. The school psychologist demonstrates inappropriate behavior based on professional standards. The school psychologist fails to adhere to procedural timelines and safeguards. Materials are disorganized and poorly suited for student evaluations.

SCHOOL SOCIAL WORKER

Excellent Descriptor

Social worker uses an ecological perspective. Social worker understands and utilizes content areas basic to social work practice. Social worker exhibits extensive understanding of child/adolescent development. Service delivery plans address the needs of the building/population. Social worker assists in building a culturally appropriate and engaging environment for students. Interventions are developed collaboratively with appropriate staff and family. Good rapport is evident. Social worker is able to accurately self-assess professional development needs and also act on them. Social worker utilizes appropriate indicators and can adjust practice as necessary.

Proficient Descriptor

Social worker exhibits proficiency in the understanding of child/adolescent development. Service delivery plan addresses most needs of the building/population. Assessments and interventions are clearly linked to student needs. Appropriate rapport with students and colleagues is evident. Professional development is clearly linked to student needs. Social worker reflects on own practice and adjusts as necessary.

Needs Improvement Descriptor

Social worker exhibits some child/adolescent development and professional knowledge. Social worker is able to make a rudimentary service delivery plan.

Assessments and interventions are limited in scope and only partially successful. Rapport with students, families and professionals is limited. Social worker does not always seek relevant professional development. A formal intervention is needed in order to increase the skills and competence of the social worker's practice in his or her current assignment.

Unsatisfactory Descriptor

Social worker displays lack of child/adolescent development and professional knowledge. Social worker is unable to make a service delivery plan, and assessments and interventions are inadequate. Social worker is unable to work with families, colleagues, and other professionals. Social worker fails to demonstrate respect and therapeutic rapport. A formal remediation plan with support from a consulting social worker is necessary for the social worker to show an improvement in skills and a commitment to an enhancement of performance.

SPEECH LANGUAGE PATHOLOGIST

Excellent Descriptor

Therapist's practice indicates consistent movement towards a student centered therapy as a result of using best practice methods and appropriate planning and preparation to meet the individualized speech/language goals and objectives as written on the students' Individualized Education Plan (IEP). The therapy environment is culturally appropriate and leads to consistent application of effective instruction/therapy, fostering student engagement. Therapist is able to accurately assess his or her practice, citing specific examples for improvement and apply the new learning to impact facets/requirements of his or her teaching assignment. These requirements also include knowledge and adherence to special education laws and procedures. Therapist collects and is responsive to information on students, test scores, other indicators, utilizing them to ensure successful learning by being both flexible and responsive. Therapist proactively seeks out teachers and school teams regarding the impact of speech and language skills on student learning.

Proficient Descriptor

Therapist's practice is effective due to appropriate planning and preparation which meet the individualized needs of students, a positive learning environment, and the application of effective instruction. Therapist is able to accurately assess his or her practice and apply the new learning to impact the ongoing instructional needs of students. Therapist is able to meet the multiple facets/requirements of his or her teaching assignment, including special education laws and procedures. Therapist collects and is responsive to information on students, test scores, and any other relevant indicators which would apply to the area of speech and language skills. Therapist may present ideas to teachers/teams in regards to learning process of students.

Needs Improvement Descriptor

Therapist's practice is less effective than acceptable, due to minimal planning and preparation, erratic scheduling, and/or inconsistent application of best practice of therapy methods, including the use of activities that do not fit within the broader goals. Therapist is minimally willing to make the commitment to accurately assess his or her practice in order to improve instruction. Therapist does not demonstrate sufficient accountability to the multiple facets/requirements of his or her teaching assignment, and special education laws and procedures. Teacher shows an inconsistent response to information on students, test scores, and any other relevant indicators. A formal intervention is needed in order to increase the skills and competency of therapist's practice in his or her current assignment.

Unsatisfactory Descriptor

Therapist's practice is ineffective due to inappropriate planning and preparation, nonexistent learning environment, and/or a lack of coherent instruction. Therapist is unable to accurately assess his or her practice in order to pursue improved instruction. Therapist is unable to meet the multiple facets/requirements of his or her teaching assignment, including special education laws and procedures. Therapist is not responsive to information on students, test scores, and any other relevant indicators. A formal remediation plan with support from a consulting therapist is necessary for the therapist to show an improvement in skills and a commitment to an enhancement of performance.

TEACHER

Excellent Descriptor

Teacher's practice indicates movement towards or is currently a student centered classroom in which developmentally appropriate planning and preparation meet the individualized needs of students. The learning environment is culturally appropriate and leads to application of effective instruction, fostering student engagement. Teacher is able to accurately assess their own practice, citing specific examples for improvement, and apply the new learning to impact the ongoing instructional needs of students. Teacher adeptly meets the multiple facets/requirements of their teaching assignment. Teacher is fully aware of information on students, test scores, other indicators, utilizing them to ensure successful learning by being both flexible and responsive.

Proficient Descriptor

Teacher's practice is effective due to developmentally appropriate planning and preparation which meet the individualized needs of students, a positive learning environment, and the consistent application of effective instruction. Teacher is able to accurately assess their own practice and apply the new learning to impact the ongoing instructional needs of students. Teacher is able to meet the multiple facets/requirements of their teaching assignment. Teacher is fully aware of and responsive to information on students, test scores, and any other relevant indicators.

Needs Improvement Descriptor

Teacher's practice is ineffective due to minimal planning and preparation, erratic learning environment, and/or inconsistent application of effective instruction. Teacher is minimally willing to make the commitment to accurately assess their own practice in order to improve instruction. Teacher does not demonstrate sufficient accountability to the multiple facets/requirements of their teaching assignment. Teacher shows an inconsistent response to information on students, test scores, and any other relevant indicators. A formal intervention is needed in order to increase the skills and competency of teacher's practice in their current assignment.

Unsatisfactory Descriptor

Teacher's practice is ineffective due to inappropriate planning and preparation, nonexistent learning environment, and/or a failure to apply effective instruction. Teacher is unable to accurately assess their own practice in order to pursue improve instruction. Teacher is unable to meet the multiple facets/requirements of their teaching assignment. Teacher is not responsive to information on students, test scores, and any other relevant indicators. A formal remediation plan with support from a consulting teacher is necessary for the teacher to show an improvement in skills and a commitment to an enhancement of perform.

Appendix X – TAP Oversight Committee Members

<i>Oversight Committee Member</i>	<i>Term</i>	<i>Years of Service</i>
Doreen Roberts – TEI	2009-20xx	6
Francesca DiMaggio – SEHS, Dir. Of TEI	2013-20xx	2
Jack Janezic - UniServ Director*	2008-20xx	7
Kathryn Castle - ETA President	2010-20xx	5
Kim Leisse – SEHS	2008-20xx	7
Maryellyn Friel – Heritage	2008-20xx	7
Melanie Meidel - Asst. Supt. HR*	2012-20xx	3
Melissa Waxler - Special ED	2012-20xx	3
Missy Ross – Hilltop	2013-20xx	2
Stacey Bartkowski – TEI	2009-20xx	6
Selene		
??		
Abbie Eklund – Lowrie	2008-2014	6
Andrea (Dombrowski) Erickson- TEI	2008-2014	6
Angie Ernst – Huff	2011-2014	3
Bill DuBois – TEI	2008-2011	3
Colleen White - Washington	2008-2010	2
D.J. Donner – EVMS	2008-2011	3
Dona Taylor – BHS	2010-2011	1
Doug Johnson – EHS	2011-2014	3
Irene Bates - Ridge Circle	2008-2010	2
Jeff Bragg - Otter Creek	2010-2011	1
Jeff Smith - Canton Middle School	2010-2013	3
Jennifer (Domschke) Bowman - AMS	2008-2011	3
Jennifer Haley – BHS	2008-2010	2
Jon Tuin – LHS	2008-2011	3
Joyce Houston - UniServ Director*	2008-2014	6
Laura Fukuda - TEI	2008-2011	3
Lesley Hollenberg - EVMS	2008-2013	5
Lisa Jensen - Director for HR	2011-2012	1
Melanie Meidel - SEHS	2010-2012	2
Miguel Rodriguez - Chief Legal	2011-2012	1
Neal Siegelak - Ridge Circle	2010-2013	3
Pam Schnoek - Hawk Hollow	2008-2011	3
Pat Broncato - Chief Legal	2010-2011	1
Tim Davis - ETA President	2008-2010	2
Yvette Gonzalez-Collins - Special ED	2008-2011	3
Christine Zelaya - Sycamore Trails	2013-2015	2

Gina Crespo – Larsen Middle School	2014-2015	1
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