



**The Kearsarge Regional
School District**

Supervision/Evaluation Model



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Kearsarge Regional School District Supervision/Evaluation Model

Statement of Philosophy

An effective Supervision/Evaluation Model should support both teachers and administrators to attain higher levels of performance in order to increase student learning. Continuous improvement is an expectation for all employees of the Kearsarge Regional School District. In addition to promoting professional growth, an effective Supervision/Evaluation Model must also play a significant role in ensuring accountability. This accountability can be accomplished through collaborative expectations and data collected over time in the domains of: planning and preparation, the classroom environment, instruction, professional responsibilities, and student growth. Effective professional development provides opportunities for individuals to improve and/or maintain their performance through dialogue between and among administrators and teachers regarding teacher performance and student progress. This model of Supervision/Evaluation follows the intent and framework of the Kearsarge Regional School District Professional Development Master Plan that was adopted for the period of 2017-2022. The KRSD Supervision/Evaluation Model aligns with the New Hampshire Department of Education's Definition of Effective Teaching (See Appendix 1).

Vision Statement

We shall strive to be a nationally competitive public school system with engaged and enthusiastic learners, innovative and dedicated staff, and a supportive and involved community.

Commitments

The Kearsarge Regional School District is committed to:

- Developing well-rounded individuals
- Producing globally competitive students
- Developing and promoting opportunities for student involvement at the local level
- Providing opportunities to promote the success of each child
- The belief that all members of our community are learners
- Setting high standards and being held accountable to them
- Using our knowledge and expertise to meet each child's differing needs
- Communicating in an accurate, consistent, and timely manner
- Recruiting and retaining staff members, who are child-centered, highly-qualified, committed to the Mission of the District, and demonstrate a high degree of professionalism
- Serving as stewards of our assets
- Accomplishing our mission while being fiscally responsible

Mission Statement

We shall provide an equitable and challenging educational opportunity
for each learner

in a district that is safe, healthy, caring, respectful, and supportive

The Supervision/Evaluation Model

Realizing that professional development and staff supervision/evaluation go hand-in-hand, a major goal of the professional development committee is to support district level, building level, and individual goals by providing professional development offerings and programming linked to demonstrated student/teacher need.

This model reflects Charlotte Danielson's Framework for Teaching, New Hampshire Department of Education's definition of effective teaching, and the District's specific beliefs about teacher supervision, accountability, professional development, and a holistic view of a teacher's contribution to the district. The focus of evaluation will be to support student growth and learning through a body of evidence assessing effective teaching. Evidence can include:

- Teacher evaluations in the domains of: *planning and preparation, the classroom environment, instruction, professionalism, and student growth*
- Documentation and presentation by a teacher of his/her accomplishments emphasizing self-assessment and reflection

The District's Supervision/Evaluation Model provides varying levels of supervision in order to better assist teachers and to promote flexibility, reflection, and risk taking in support of student learning and professional growth. This model is sensitive to the developmental needs of teachers and supports their professional growth toward the improvement of instruction and student learning; it is based on an annual cycle. Teachers will be evaluated using rubrics, formal, and walk-through evaluation documents, and teacher self-evaluation (see Appendix 2), based on evidence of their work in the areas of planning and preparation, the classroom environment, instruction, professionalism, and student growth. The level of a teacher's performance will determine the timeline and number of professional evaluations.

KRSD will employ District Observers to increase our efficacy in the observation and support of effective instruction. District Observers are contracted service employees vetted through an interview process.

The Supervision and Evaluation of teachers will be based on the following summary of the District Expectations of Effective Teaching:

1. **Planning and Preparation:** in their lesson planning, teachers will demonstrate knowledge of content, pedagogy, students, and resources. They will also be adept at selecting instructional goals based on applicable standards (state, national, Common Core, etc.), competencies, and District curriculum documents. Teachers will design coherent differentiated instruction and assess student learning using both formative and summative assessments.
2. **The Classroom Environment:** teachers will foster a positive and safe academic and emotional climate, model and manage an environment of respectful rapport, and effectively manage classroom procedures and student behavior.

3. **Instruction:** teachers will communicate clearly and accurately, use effective questioning and discussion techniques, engage students in learning, provide timely feedback to students, incorporate various methods and technology, and demonstrate flexibility and responsiveness.
4. **Demonstrating Professionalism:** teachers will reflect on teaching through self-assessment and peer collaboration, maintain accurate records, communicate with families, contribute to the school and district, grow and develop professionally, and show professionalism.
5. **Student Growth:** teachers will aid students in moving forward academically. They will measure and document individual student growth throughout the year utilizing a variety of formative and summative assessments based on district and building goals. State summative, local standardized assessments, and locally collected information will be utilized in this domain.

Teachers will meet with administrators in a goal setting/review conference every fall. Each spring, teachers will meet with administrators to review goal progress and attainment. This conference will allow teachers and administrators time to discuss goals and collaboratively amend as necessary. The teacher and a building administrator will meet to discuss the annual evaluation. This conference will include a summary of the teacher's accomplishments throughout the year in each of the domains and information regarding the teacher's level of performance using the District Expectations of Effective Teaching.

Development of Goals:

Annually, teachers will establish SMART goals (Appendix 3) related to student growth, the District Expectations of Effective Teaching, building goals, and individual needs.

Goal Setting/Reflection with Administrators:

Annually, teachers will meet with an administrator by a date defined by the teacher's current level of performance. Teachers and administrators will collaboratively review these goals to ensure they are appropriate. Each spring, administration and teachers will meet to reflect on and amend goals as necessary. Goals will be submitted and amended via MyLearningPlan (Appendix 4).

Formal Classroom Observations (Appendix 5):

Teachers will be formally observed each year to provide the support and feedback for successful growth. The number of formal observations employed will depend upon the teacher's current level of performance (all teachers will be observed at least once on an annual basis). Teachers new to the District will begin at a Basic/Needs Improvement level of performance. Formal classroom observations will include a pre-conference (either conducted electronically or in person), an observation, and a post-conference (with completed Reflection) between the teacher administrator/evaluator. The first formal observation will take place following the timeline based on the teacher's current level of performance.

Walk-through Classroom Observations (Appendix 6):

Administrators and evaluators will conduct walk-through observations periodically throughout the school year using any of the approved forms found in Appendix 6. Evidence from announced walk-through observations may be used in the administrator's final annual evaluation, in the establishment of a level of performance, and in the teacher's self-assessments. Any unannounced walk-through observations will be used to provide teachers with timely and formative feedback on their instruction (not for formal observation purposes). The minimum frequency of scheduled walk-throughs will be based on the teacher's current level of performance.

Annual Evaluations (Appendix 7):

Administrators will annually complete an annual evaluation for each teacher. Annual evaluations will be based on a teacher's ability to demonstrate success in the areas of planning and preparation, the classroom environment, and instruction. Professionalism and student growth will be assessed throughout the year, as well as via post-conference and teacher self-assessment. Administrators will use evidence from formal and announced walk-through observations, post-conferences and student growth data (to include national standardized assessments and local assessments). The annual evaluation will determine the teacher's evaluation cycle they will follow in the subsequent year.

Appeal Process:

Formal Observations:

1. Appeal within 5 days of the Post Conference – submit appeal to observer
 - a. Constructing the appeal...
 - i. What elements of the observation are being challenged?
 - ii. What evidence supports the appeal?
2. Meet with observer to review claims and discuss evidence; allows observer opportunity to make adjustments based on evidence
3. If still in disagreement, submit appeal to Superintendent or designee
4. Superintendent convenes a Review Panel comprised of 3 teachers and 2 administrators to hear the evidence
 - a. Composition of the Panel:
 - i. Affected by site of appeal – not building-based peers...but those who hold a similar/same teaching credential
 - ii. Every effort will be made to honor content/grade level subject matter in question
 - iii. Panel makes a recommendation to the Superintendent. The Superintendent's decision is final

Annual Evaluations may only be grieved under Article VI of the CBA (Grievance Procedures) based on alleged procedural violation.

Recommendation Report:

The administrator will write a recommendation report annually (Appendix 8). The report will be

submitted to the SAU via MyLearningPlan (MLP) by a date established by the teacher's performance level and continuing contract status.

Changes to the Supervision and Evaluation Model:

This evaluation model and the domains found herein, will be revisited and amended as the process evolves and necessity dictates. This is a living document, collaboratively constructed, that will continue to be collaboratively evaluated and edited.

Changes to this model will be vetted through the Supervision and Evaluation Committee with recommended changes submitted to the Superintendent and KREA for final approval.

Levels of Performance – Observation Requirements Non-Continuing Contract Teachers

Summative Levels of Performance Indicate the Observation Requirements for Teachers in the Subsequent Year

Basic/Developing:

All teachers who are new to the District will fall in the “Basic/Developing” category in their first year. Teachers at this level are expected to make significant measurable progress toward the District Expectations of Effective Teaching. Teachers at this level will follow this professional observation timeline:

- a. Initial goal setting conference completed by September 21
- b. A minimum of three formal observations will be completed by April 1. One of these formal observations must be completed by October 15. The district observer* must complete a minimum of one of the three observations
- c. A minimum of eight walk-through observations will be completed by April 1
- d. April 1 – annual evaluation must be completed for any teacher who is in jeopardy of non-renewal
- e. Renewal/non-renewal notification by April 15
- f. May 1 – annual evaluation must be completed for all non-continuing contract teachers who will be renewed for the following year
- g. A teacher new to the District may remain at the “Basic/Needs Improvement” level for up to 2 years

If a teacher in this category is determined “Ineffective” on April 1, s/he will be notified of renewal/non-renewal by April 15.

Non-continuing contract teachers whose summative evaluation places them on either the “Proficient” or “Distinguished” level will receive a minimum of two (2) formal observations per school year (until they reach continuing contract status).

Distinguished:

All teachers whose evaluations result in a “Distinguished” performance level based on the District Expectations of Effective Teaching will follow the professional observation timeline:

- a. Initial goal setting conference completed by November 1
- b. April 1 – two formal observations completed, one will be completed by the district observer* or administrator
- c. A minimum of two walk-through observations must be completed by the observer/administrator by April 1
- d. April 1 – annual evaluation must be completed for any teacher who is in jeopardy of non-renewal
- e. Renewal/non-renewal notification by April 15

- f. May 1 – annual evaluation must be completed. Administrators will determine a baseline level of performance using the Danielson rubric. Performance status establishes a teacher’s supervision and evaluation timeline/expectations for the following year

Proficient:

This is the expected level of teacher performance for most teachers. Teachers in this category make significant measurable progress toward the achievement of annual goals. All teachers whose evaluations result in an “Proficient” performance level will be expected to follow the professional observation timeline that follows:

- a. Initial goal setting conference completed by November 1.
- b. April 1 – two formal observations completed, one will be completed by the district observer* or administrator
- c. A minimum of four walk-throughs must be completed by April 1 by the observer/administrator
- d. April 1 – a summative evaluation must be completed for any teacher who is in jeopardy of non-renewal
- e. Renewal/non-renewal notification by April 15
- f. May 1 – annual evaluation must be completed. Administrators will determine a baseline level of performance using the Danielson rubric. Performance status establishes a teacher’s supervision and evaluation timeline/expectations for the following year

* One formal observation by the District Observer will most likely include more than one classroom visit (consecutive visits).

Formal Assistance Plan:

Teachers at any performance level MAY be placed on a Formal Assistance Plan (Appendix 9) after written notification of deficiency (Appendix 10).

Levels of Performance: Observation Requirements Continuing Contract Teachers

Summative Levels of Performance Indicate the Observation Requirements for Teachers in the Subsequent Year

Distinguished:

All teachers whose evaluations result in an “Distinguished” performance level based on the District Expectations of Effective Teaching will follow the professional observation timeline:

- a. Initial goal setting conference completed by November 1
- b. April 1 – one formal observation* will be completed by the district observer or administrator
- c. A minimum of two walk-through observations must be completed by the observer/administrator by April 1
- d. April 1 – annual evaluation must be completed for any teacher who is in jeopardy of non-renewal
- e. Renewal/non-renewal notification by the third Tuesday in March
- f. May 1 – annual evaluation must be completed. Administrators will determine a baseline level of performance using the Danielson rubric. Performance status establishes a teacher’s supervision and evaluation timeline for the following year

Proficient:

This is the expected level of teacher performance for most teachers. Teachers in this category make significant measurable progress toward the achievement of annual goals. All teachers whose evaluations result in a “Proficient” performance level will be expected to follow the professional observation timeline that follows:

- a. Initial goal setting conference completed by November 1
- b. April 1 – one formal observation* must be completed by the district evaluator or administrator
- c. A minimum of four walk-throughs must be completed by April 1 by the observer/administrator
- d. Renewal/non-renewal notification by the third Tuesday in March
- e. May 1 – annual evaluation must be completed. Administrators will determine a baseline level of performance using the Danielson rubric. Performance status establishes a teacher’s supervision and evaluation timeline for the following year

Basic/Developing:

Teachers at this level are expected to make significant measurable progress toward the District Expectations of Effective Teaching. Teachers whose evaluations result in a “Basic/Developing” performance level will follow the professional observation timeline that follows:

- a. Initial goal setting conference completed by September 21
- b. A minimum of three formal observations will be completed by April 1. One of these formal observations must be completed by October 15. The district observer must complete a minimum of one of the three observations*
- c. A minimum of eight walk-through observations will be completed by April 1
- d. April 1 – annual evaluation must be completed for any teacher who is in jeopardy of non-renewal
- e. Renewal/non-renewal notification by April 15
- f. May 1 – annual evaluation must be completed for all non-continuing contract teachers who will be renewed for the following year. Performance status establishes a teacher's supervision and evaluation timeline for the following year

Ineffective:

Teachers whose evaluations result in an "Ineffective" performance level will receive a written notification of performance deficiencies, will participate in the Formal Assistance Plan process (see Appendix 9), and will be expected to follow the professional observation timeline that follows:

- a. Initial goal setting conference completed by September 21
- b. A minimum of three formal observations will be completed prior to April 1. One of these formal observations must be completed by October 15. The district observer must complete a minimum of one of the three observations*
- c. A minimum of ten walk-through observations will be completed by February 15
- d. April 1 – A final meeting of the Formal Assistance Plan team must be completed. Summary of Formal Assistance Plan
- e. Renewal/non-renewal notification by the third Tuesday in March
- g. April 1 – annual evaluation must be completed for any teacher who is in jeopardy of non-renewal
- h. Renewal/non-renewal notification by April 15
- f. May 1 – annual evaluation must be completed for all non-continuing contract teachers who will be renewed for the following year. Performance status establishes a teacher's supervision and evaluation timeline for the following year

* One formal observation by the District Observer will most likely include more than one classroom visit (consecutive visits).

Formal Assistance Plan:

- If renewed, continuing contract teachers at this performance level WILL be placed on a Formal Assistance Plan.
- Teachers at any performance level MAY be placed on a Formal Assistance Plan (Appendix 9) after written notification of deficiency (Appendix 10).

Evaluation Cycle – Non-continuing Contract Years

Supervision/Evaluation Cycle – Non-continuing Contract Teachers				
Date / Time Frame	Ineffective	Basic/Developing*	Proficient	Distinguished
<i>Fall</i>	Not applicable. Any non-continuing contract teacher that receives an “Ineffective” summative evaluation will be non-renewed.	IPDP Goals Set/Reviewed – September 21	IPDP Goals Set/Reviewed – November 1	
<i>October 15</i>		One Formal Observation Completed by this Date	--	
<i>February 15</i>		8 Walk-through Observations Completed by this Date. All Formal Observations Completed by this Date (3 Total)	--	
<i>April 1</i>		--	4 Walk-through Observations Completed by this Date. All Formal Observations Completed by this Date (2 Total)	2 Walk-through Observations Completed by this Date. All Formal Observations Completed by this Date (2 Total)
<i>April 1</i>		Annual Evaluations for Teachers in Jeopardy of Non-renewal Completed by this Date.		
<i>April 15</i>		Notification of Renewal/Non-renewal. Contracts for Subsequent School Year Issued (if applicable).		
<i>May 1</i>		Annual Evaluations Completed. Summative Ratings for Domains 1 – 4 Completed.		
<i>Before the End of the Year</i>		IPDP Goals Reflection/Progress/Suggestions Meeting with Building Administrator. Student surveys. Domain 5 – Student Growth – data finalized. Performance Level for Subsequent Year Established.		

* A teacher new to the District may remain at the “Basic/Needs Improvement” level for up to 2 years. If after 2 years, the teacher does not meet the “Proficient” criteria, s/he will be non-renewed

Evaluation Cycle – Continuing Contract Years

Supervision/Evaluation Cycle – Continuing Contract Teachers				
Date / Time Frame	Ineffective	Basic/Developing*	Proficient	Distinguished
Fall	IPDP Goals Set/Reviewed – September 21		IPDP Goals Set/Reviewed – November 1	
October 15	One Formal Observation Completed by this Date		--	
February 15	10 Walk-through Observations Completed by this Date.	8 Walk-through Observations Completed by this Date.	--	
Third Tuesday in March	Notification of Renewal/Non-renewal in cases of Reduction in Force.			
April 1	All Formal Observations Completed prior to this Date (3 Total). Last Meeting of Formal Assistance Team. Formal Assistance Plan Summary.	All Formal Observations Completed prior to this Date (3 Total). Last Meeting of Formal Assistance Team. Formal Assistance Plan Summary.	4 Walk-through Observations Completed by this Date. One Formal Observation Completed by this Date.	2 Walk-through Observations Completed by this Date. One Formal Observation Completed by this Date.
April 1	Annual Evaluations for Teachers in Jeopardy of Non-renewal Completed by this Date. Summative Ratings for Domains 1 – 4 Completed.			
April 15	Contracts for Subsequent School Year Issued (if applicable).			
May 1	Annual Evaluations Completed. Summative Ratings for Domains 1 – 4 Completed.			
Before the End of the Year	IPDP Goals Reflection/Progress/Suggestions Meeting with Building Administrator (if applicable). Student Surveys. Domain 5 – Student Growth – data finalized. Performance Level for Subsequent Year Established.			

* Continuing contract teachers at this level will automatically be placed on a Formal Assistance Plan.

Appendix 1 – The Definition of Effective Teaching (NHDOE – October 2011)

Effective teachers focus relentlessly on the achievement of their learners. They are also deeply committed to the success of all learners. Research has shown that teacher knowledge and skills in key areas—the learner and learning, content knowledge, instructional practice, and professional responsibilities—contribute, in varying degrees, to student growth and achievement. The following “foundations of effective teaching” provide guidance for educators in the pursuit of academic growth and excellence for each learner.

The Learner and Learning

Effective teachers:

- Set and maintain high expectations for learning and achievement for all students;
- Engage all students as active learners;
- Create an environment of mutual respect and caring; and
- Engage students in collaborative learning.

Content Knowledge

Effective teachers:

- Demonstrate extensive knowledge of content, standards, and competencies, and connect them to relevant local and global issues;
- Model and encourage innovation, creativity, critical thinking, and inquiry processes; and
- Communicate their expertise and skills through authentic, accessible, and meaningful learning opportunities aligned to the content, standards, and competencies.

Instructional Practice

Effective teachers:

- Facilitate personalized learning through intentional, flexible, and research-based strategies;
- Incorporate multiple forms of assessment to evaluate student learning and adapt instruction accordingly; and
- Integrate technology as a tool for education and assessment.

Professional Responsibility

Effective teachers:

- Contribute collaboratively to their school’s academic progress and culture of growth;
- Engage in learning communities and their own professional growth;
- Uphold professional and ethical standards of practice; and
- Engage parents and the community as partners to support learner success.

Dispositions

Effective teachers:

- Demonstrate persistence in their efforts to promote growth and success;
- Exhibit passion and intellectual curiosity; and
- Believe in the potential of all students as learners and contributors to learning communities.

Appendix 2 – Annual Teacher Self Evaluation Form

Teacher: _____ Position: _____ Date: _____

Please complete the following self-assessment using the KRSD Supervisor's Classroom Observation Rubric and the KRSD Annual Observation Rubric by reflecting on your current level of performance using the following scale.

I = Ineffective B/Ni = Basic/Needs Improvement E = Effective E = Exemplary DNA = Does Not Apply

	LEVEL OF PERFORMANCE				
DOMAIN I: Planning and Preparation.	I (1)	B/Ni (2)	E (3)	E (4)	DNA
Clarity of Unit and Lesson Plan					
Knowledge of Content-related Pedagogy and Child/Adolescent Development					
Learning Activities					
Instructional Groups					
Lesson Structure					
Assessing Student Learning					
Comments and Evidence:					

	LEVEL OF PERFORMANCE				
DOMAIN II: The Classroom Environment	I (1)	B/Ni (2)	E (3)	E (4)	DNA
Teacher Interaction with Students					
Importance of Content and Pride in Work					
Management of Instructional Groups					
Management of Transitions					
Management of Resources, Materials, and Supplies					
Establishing Standards for Monitoring and Responding to Student Behavior					
Comments and Evidence:					

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	LEVEL OF PERFORMANCE				
	I (1)	B/NI (2)	E (3)	E (4)	DNA
DOMAIN III: Instruction					
Directions and Procedures					
Explanation and Knowledge of Content					
Use of Oral and Written Language					
Quality of Questions					
Discussion Techniques					
Student Participation					
Activities and Assignments					
Structure and Pacing					
Assessment Criteria					
Monitoring of and Response to Student Learning					
Response Opportunities					
Persistence					
Technology					
Comments and Evidence:					

	LEVEL OF PERFORMANCE				
	I (1)	B/NI (2)	E (3)	E (4)	DNA
DOMAIN IV: Professional Responsibilities					
Student Completion of Assignments and Progress in Learning					
Maintaining and Updating Records					
Information About the Instruction Program and Individual Students					
Relationships with Colleagues					
Involvement in a Positive Culture of Professional Inquiry					
Participation in School and District Projects and Events					
Enhancement of Content Knowledge and Pedagogical Skill					
Receptivity to Feedback					
Integrity and Ethical Conduct					
Teacher Makes Student Centered Decisions					
Compliance with School and District Regulations					

Appendix 3 – SMART Goals – Individual Professional Development Plans (IPDP) Required of All Educators

The KRSD requires that all personnel certified according to Ed. 504, 506, and 507: including paraeducators, educational personnel, teachers, administrators, and others shall develop and implement a three-year, individual professional development plan for the purposes of continuous professional growth and recertification. All certified personnel should create plans that support their current job assignment.

Establishing Individual Professional Development Goals

Annually developed individual professional development **goals** shall support the goals of SAU #65/Kearsarge Regional School District and the respective school. In developing annual goals, educators need to consider:

1. Areas of student learning that are in need of improvement
2. Professional knowledge and skills that will enhance their professional practice and improve student learning in the targeted areas
3. The improvement goals and priorities of the district/school

Effective goals meet the following **SMART** criteria:

Specific, significant, stretching

Measurable, meaningful, motivational

Attainable, agreed upon, achievable, action-oriented

Realistic, relevant, rewarding, result-oriented

Time-based, timely, tangible

Three-year, Individual Professional Development Plans (IPDP) shall include one or more goals for improving student learning. Educators will consider the following information in developing these goals:

1. *Examination of data and information about student learning and achievement:*
To identify areas of student learning that are in need of improvement, educators should review an appropriate variety of data including but not limited to:
 - a. State-accepted standardized test and other data annually collected and analyzed by the district/school
 - b. Classroom assessment data
 - c. Samples of student work
 - d. Observations of students
2. *Self-Assessment and Reflection:*

To identify both their pedagogical and content learning needs, self-assessment and

reflection is required at three levels:

- a. Locally-developed:
 - i. School and/or district goals
 - ii. Current District Goals-Areas of Focus: District's Expectations of Effective Teaching detailed in the KRSD Supervision/Evaluation Model
- b. State required: Appropriate and relevant NH Certification Standards.
- c. Nationally accepted: Domains and competencies such as those outlined in the text A Framework for Teaching by Charlotte Danielson. 1996 ASCD. ISBN 0871202697

3. *Review of school and district goals:*

To align their goals with the priorities of the district and/or school, educators should review documents such as the following:

- a. District/school goals and plans
- b. NEASC Accreditation reports
- c. Plans developed in response to identification as a district or school in need of improvement
- d. Other district or school reports or plans

Professional Development Activities

“Teachers are students of teaching and consumers of research.” Dufour, R., Eaker, R. (1998). Professional Learning Communities at Work. Reston, VA: ASCD. Thus, the emphasis of professional development is on learning, rather than teaching. The primary goal of professional development is to increase student growth. Increased student growth requires a highly qualified professional. The Kearsarge Regional School District strives to support educators as students who need to maintain highly qualified status, as defined in federal and state laws. Furthermore, Kearsarge educators need professional development activities that are aligned to the Kearsarge school and district goals.

Professional development activities can be categorized into three distinct areas: Content, Process, and Context:

1. **Content**: This component relates to the individual's command of research-based knowledge related to his/her primary teaching or special service assignment. Content areas might include phonics, math, writing, technology, or foreign language (for example)
2. **Process**: This component relates to the individual's skill in carrying out his/her professional assignments. The focus is on integration of best practices within the school community. These practices could include reality therapy, cooperative learning, differentiated instruction, collaboration or technology

3. **Context:** This component relates to the individual's professional development embedded in his/her daily work

Appendix 4 – IPDP Goal Submission and Review Form

IPDP 3 Year Plan – found on MyLearningPlan (MLP) (<http://www.mylearningplan.com>) - sample image (actual form on MLP may vary)

[Help](#) [Logout](#)

MyLearningPlan®

PLAN » MANAGE » LEARN » EVALUATE

LearningPlan

Kearsarge Regional School District

My Info:
My Portfolio
My File Library

Activity Catalogs:
District Catalog
Calendar

Fill-In Forms:
IPDP 3 Year Plan/Review
Workshop/Conference Request
Graduate Course

Account Options:
My User Profile
Change Password

Individual Professional Development Plan

Use this form to submit your Individual professional development plan.

Personal/IDP Information

Name

Area(s) of Certification

Position

Recertification Cycle for which the IPDP Applies

Start Date

End Date

Listed below are my goals for professional development. These goals focus on increasing my knowledge, skills, and implementation related to improvement/support of student learning.

Status	Personal Goal	Actions
*** No personal goals have been added. Click ADD NEW below.		

Add New Personal Goal

Administrator's Section

☐ WILL CONTINUE WITH TIME FRAME FOR GOALS
☐ WILL AMEND GOALS
☐ WILL AMEND TIME FRAME TO COMPLETE GOALS
☐ HAS MET ALL ASPECTS OF THE GOALS
☐ HAS MET ALL REQUIREMENTS FOR RECERTIFICATION

Rationale/Comments

Teacher Acknowledgement

☐ I AGREE WITH THE REVIEW
☐ I DISAGREE WITH THE REVIEW

Rationale

Finish

SUBMIT **SAVE AS DRAFT**

Appendix 5 – Classroom Observation Tools (Pre-Observation, Reflection Form and Classroom Observation Rubric)

Pre-Observation
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">Pre-observation Conference Date (if applicable):</div> <div style="width: 65%; border-bottom: 1px solid black;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 30%;">Time:</div> <div style="width: 65%; border-bottom: 1px solid black; text-align: right;">📅</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 30%;">Observation Date:</div> <div style="width: 65%; border-bottom: 1px solid black; text-align: right;">📅</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 30%;">Time:</div> <div style="width: 65%; border-bottom: 1px solid black; text-align: right;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 30%;">Post Observation Conference Date (must meet with evaluator):</div> <div style="width: 65%; border-bottom: 1px solid black; text-align: right;">📅</div> </div>
<p>1. Planning and Preparation: what are the goals/outcomes of this lesson in relation to student achievement?</p> <div style="border: 1px solid black; height: 80px; margin-top: 5px;"></div>
<p>2. How do these goals support the District's curriculum, align with the CCSS, and/or connect with established course-competencies (big picture)?</p> <div style="border: 1px solid black; height: 80px; margin-top: 5px;"></div>
<p>3. Give a brief description of the lesson that will be observed. What are the specific standards being addressed in the unit/competency area are you currently exploring in the class to be observed? Important prior knowledge? What's next?</p> <div style="border: 1px solid black; height: 80px; margin-top: 5px;"></div>
<p>4. Provide information about the classroom environment (what course, numbers of coded students, etc.).</p> <div style="border: 1px solid black; height: 80px; margin-top: 5px;"></div>
<p>5. Are there any circumstances that the observer should be aware of during the observation? Are there any specific instructional techniques/elements you would like the observer to pay particular attention to during the observation?</p> <div style="border: 1px solid black; height: 80px; margin-top: 5px;"></div>

Classroom Observation Reflection

Observation Date:

Time:

Post-Observation Date:

1. As I reflect on the lesson, to what extent were students productively engaged?

2. What role did my planning and preparation play in meeting outcomes and instructional goals? How do I know?

3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?

4. How did the classroom environment affect the instruction and intended outcomes?

5. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently (in planning and/or instruction)? Why?



16-17 Classroom Observation Rubric

This process seeks to improve the teaching/learning process, identify strengths and areas for improvement, and encourage personal and professional growth

Domain 1: Prep and Planning (revised 2016)

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Clarity of Unit and Lesson Plan	In the unit and/or lesson plan, instructional outcomes are absent and/or objectives are not linked to standards or competencies and/or building expectations.	In the unit and/or lesson plan, instructional outcomes are stated in the form of student learning. Not all objectives are linked to standards or competencies and/or building expectations.	In the unit and/or lesson plan, instructional outcomes are stated in the form of student learning and are tied to assessment. Objectives are linked to standards or competencies and/or building expectations.	In the unit and/or lesson plan, instructional outcomes are stated in the form of student learning and are tied to assessment. Objectives have been communicated to students and are linked to standards or competencies and/or building expectations.
Enter Notes				
Knowledge of Content-related Pedagogy and Child/Adolescent Development	The teacher's plans do not provide differentiation.	The teacher's plans provide for differentiation for some levels of students.	The teacher's plans provide for differentiation for all levels of students.	The teacher's plans provide for effective differentiation based on learning styles, levels, and development that will advance their students' achievement.
Enter Notes				
Learning Activities	Learning activities (including technology) do not support instructional outcomes. Activities are not connected to standards and/or competencies.	Learning activities (including technology) do not support instructional outcomes. Activities are connected to standards and/or competencies.	Learning activities (including technology) support instructional outcomes. Activities are connected to standards and/or competencies.	Learning activities (including technology) engage students in the content and support instructional outcomes. They are designed to promote high-level cognitive activity such as critical thinking, problem solving, and analysis. Activities are connected to standards and/or competencies.
Enter Notes				
Assessing Student Learning	Lesson assessments are absent or do not measure outcomes, standards, skills and/or competencies.	Lesson assessments somewhat measure outcomes, standards, skills, and/or competencies.	Lesson assessments use criteria to measure outcomes, standards, skills, and/or competencies. Plans include formative and/or summative measures.	Lesson assessments use criteria to measure outcomes, standards, skills, and/or competencies. Assessments have been differentiated for various student levels. Plans include formative and/or summative measures. Students are part of the assessment design when appropriate.
Enter Notes				

Planning and Preparation - Classroom Observation Notes

Domain 2: Classroom Environment (revised 2016)

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Management of Instructional Groups	Group work is disorganized. Expectations have not been communicated. Teacher does not monitor.	Group work is organized; some students are engaged in learning. Expectations are vague and monitoring is sporadic.	Group work is well-organized; a majority of students are productively engaged in learning throughout the activity. Expectations are defined and monitoring is taking place.	Group work is well-organized; a majority of students are productively engaged in learning throughout the activity. Expectations are well defined and continual monitoring is taking place. Group work has been designed to promote individual student responsibility regarding work production expectations.

Management of Transitions	<u>Enter Notes</u>			
	Transitions are abrupt and unplanned. The amount of time for instruction has been negatively impacted due to the significant amount of time needed for transition. Students have difficulty re-focusing on the next task.	Transitions are communicated to students. A lengthy amount of time is needed for the transition requiring prompting for students to re-focus on the next task.	Transitions are communicated to students. A minimum amount of time is needed for the transition with students quickly re-focused on the next task.	Transitions are planned and seamless, with clear expectations communicated to students. A minimum amount of time is needed for the transition with students quickly re-focused on the next task.
Management of Resources, Materials, and Supplies	<u>Enter Notes</u>			
	Resources, materials, and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling resources, materials, and supplies have been communicated to students. Students carry out responsibilities with substantial prompting.	Routines for handling resources, materials, and supplies have been communicated to students. Students carry out responsibilities with minimal prompting.	Routines for handling resources, materials, and supplies are seamless. Clear tasks and expectations have been communicated, as demonstrated by the efficiency of the students.
Monitoring and Responding to Student Behavior	<u>Enter Notes</u>			
	Students behavior is not monitored, teacher does not respond or responds inconsistently, and shows little respect toward students.	Teacher has a sporadic awareness of inappropriate student behavior. Teacher's response to student behavior is inconsistent.	Teacher is alert to student behavior and responds to misbehavior appropriately and respectfully.	Monitoring of behavior by teacher is respectful and effective while being subtle and preventive. Students understand the expectations and help support classroom standards.
<u>Enter Notes</u>				

Classroom Environment - Classroom Observation Notes

Domain 3: Instruction (revised 2016)

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Introduction of Lesson (Clarity)	Learning objectives are not visible and are not communicated.	Learning objectives may be visible but are not communicated.	Learning objectives and standards are clearly communicated.	Learning objectives and standards are clearly communicated. The teacher discusses real world applications and the connection to other disciplines.
<u>Enter Notes</u>				
Directions and Procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified to students after initial student confusion.	Teacher's directions and procedures are clear.	Teacher's directions and procedures are clear. The teacher anticipates possible student misunderstanding through questioning and monitoring progress.
<u>Enter Notes</u>				
Explanation and Knowledge of Content	Teacher's explanation and knowledge of the content is unclear or confusing.	Teacher's explanation and knowledge of the content is inconsistent.	Teacher's explanation of content is appropriate and connects with student's knowledge and experience.	Teacher's explanation of content is creative and connects with student's knowledge, experience and unique needs. Students are encouraged to discuss and contribute to the explanation of content to their peers and class (where appropriate).
<u>Enter Notes</u>				
Use of Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly.	Teacher's spoken language is audible and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to the students' ages.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages.	Teacher's spoken and written language is correct and expressive. Language includes well-chosen vocabulary that enriches the lesson. Teacher utilizes opportunities to expand students' vocabularies
<u>Enter Notes</u>				
Quality of Questions	Teacher's questions are recall only and do not invite a thoughtful response.	Teacher's questions are limited to recall. Adequate time is not given for students to respond. Only some questions invite a thoughtful response.	Teachers questions are a balance of recall and analysis, with adequate time for students to respond. Questioning causes students to think, decide, and reflect.	Teachers questions are a balance of recall and analysis, with adequate time for students to respond. Questioning causes students to think, decide, and reflect. Students are invited to formulate questions.
<u>Enter Notes</u>				
Discussion Techniques	Teacher makes no attempt to promote discussion.	Teacher makes some attempt to engage students in discussion with inconsistent results.	Teacher creates a genuine discussion among students, stepping aside when appropriate. Teacher includes appropriate time for summarizing and sharing.	Teacher creates a genuine discussion among students, stepping aside when appropriate. Teacher includes appropriate time for summarizing and sharing and adapts discussion to student's unique needs. As appropriate to the grade level, students assume considerable

responsibility for the success of the discussion- initiating topics and making unsolicited and appropriate contribution.

Enter Notes

Instruction - Classroom Observation Notes

Observation Notes





16-17 Instructional Specialist Evaluation Rubric

This process seeks to improve the support/learning process, identify strengths and areas for improvement, and encourage personal and professional growth

Domain 1: Planning and Preparation (IS) (revised 2016)

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Clarity of Unit and Lesson Plan	In the unit and/or lesson plan, instructional outcomes are absent and/or objectives are not linked to standards, competencies, building expectations, or developmentally appropriate levels.	In the lesson plan, instructional outcomes are stated in the form of student learning. Not all objectives are linked to standards or competencies, building expectations or developmentally appropriate levels.	In the lesson plan, instructional outcomes are stated in the form of student learning and are tied to assessment. Objectives are linked to standards or competencies and/or building expectations, and are developmentally appropriate.	In the lesson plan, instructional outcomes are stated in the form of student learning and are tied to assessment. Objectives have been communicated to students, are linked to standards or competencies and/or building expectations, and are developmentally appropriate.
<u>Enter Notes</u>				
Knowledge of Content-related Pedagogy and Child/Adolescent Development	The teacher's plans are not connected to students' needs.	The teacher's plans provide instruction.	The teacher's plans provide targeted instruction based on the needs of the students.	The teacher's plans provide for targeted instruction based on learning styles, levels, and development that will advance their students' achievement.
<u>Enter Notes</u>				
Learning Activities	Learning activities (including technology: when appropriate and/or available) do not support instructional outcomes. Activities are not connected to standards and/or competencies.	Learning activities (including technology: when appropriate and/or available) do not support instructional outcomes. Activities are connected to standards and/or competencies.	Learning activities (including technology: when appropriate and/or available) support instructional outcomes. Activities are connected to standards and/or competencies.	Learning activities (including technology: when appropriate and/or available) engage students in the content and support instructional outcomes. They are designed to promote high-level cognitive activity such as critical thinking, problem solving, and analysis. Activities are connected to standards and/or competencies.
<u>Enter Notes</u>				
Rubric Score: 0/0				

Domain 2: Classroom Environment (IS) (revised 2016)

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Management of Instructional Groups	Group work is disorganized. Expectations have not been communicated. Teacher does not monitor.	Group work is organized; some students are engaged in learning. Expectations are vague and monitoring is sporadic.	Group work is well-organized; a majority of students are productively engaged in learning throughout the activity. Expectations are defined and monitoring is taking place.	Group work is well-organized; a majority of students are productively engaged in learning throughout the activity. Expectations are well defined and continual monitoring is taking place. Group work has been designed to promote individual student responsibility regarding work production expectations.
<u>Enter Notes</u>				
Management of Transitions	Transitions are abrupt and unplanned. The amount of time for instruction has been negatively impacted due to the significant amount of time needed for transition. Students have difficulty re-focusing on the next task.	Transitions are communicated to students. A lengthy amount of time is needed for the transition requiring prompting for students to re-focus on the next task.	Transitions are communicated to students. A minimum amount of time is needed for the transition with students quickly re-focused on the next task.	Transitions are planned and seamless, with clear expectations communicated to students. A minimum amount of time is needed for the transition with students quickly re-focused on the next task.
<u>Enter Notes</u>				
Management of Resources, Materials, and Supplies	Resources, materials, and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling resources, materials, and supplies have been communicated to students. Students carry out responsibilities with substantial prompting, as appropriate.	Routines for handling resources, materials, and supplies have been communicated to students. Students carry out responsibilities with minimal prompting, as appropriate.	Routines for handling resources, materials, and supplies are seamless. Clear tasks and expectations have been communicated, as demonstrated by the efficiency of the students, as appropriate.
<u>Enter Notes</u>				

Monitoring and Responding to Student Behavior	Students' behavior is not monitored, teacher does not respond or responds inconsistently, and shows little respect toward students.	Teacher has a sporadic awareness of inappropriate student behavior. Teacher's response to student behavior is inconsistent.	Teacher is alert to student behavior and responds to misbehavior appropriately and respectfully.	Monitoring of behavior by teacher is respectful and effective while being subtle and preventive. Students understand the expectations and help support classroom standards.
Enter Notes				
Rubric Score: 0/0				

Domain 3: Delivery of Service (IS) (revised 2016)

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Purpose and Use of Assessment	<ul style="list-style-type: none"> -Rarely knows what assessment to use to gather information on target issue -Gives summative assessments and moves on without planning follow-up with students -Rarely uses the results to adjust instruction and improve attainment of student/program goals 	<ul style="list-style-type: none"> - Selects appropriate assessments to gather information on target issues some of the time. -Gives summative assessments and looks at them to see if there is anything to be re-taught - Uses the results to adjust instruction and improve attainment of student/program goals some of the time 	Intentionally left blank	<ul style="list-style-type: none"> Selects appropriate assessments to gather information on a targeted issue. -Administers diagnostic, formative and summative assessments that align with instructional goals to monitor student learning. -Uses the results to adjust instruction and improve attainment of student/program goals.
Enter Notes				
Communication of Assessment Results	<ul style="list-style-type: none"> Rarely communicates assessment results to students, faculty and parents (when appropriate) Does not participate in analyzing assessment results with colleagues 	<ul style="list-style-type: none"> Effectively communicates assessment results to students, faculty and parents (when appropriate) some of the time Reviews student tests with colleagues. 	Intentionally Left Blank	<ul style="list-style-type: none"> Effectively communicates assessment results to students, faculty and parents (when appropriate) Works with colleagues to analyze and use formative assessment data to fine-tune teaching, re-teach, and help differentiate instruction for students.
Enter Notes				
Planning	<ul style="list-style-type: none"> Has no goals or plans for the instructional support program, or sets goals that are inappropriate to the needs of the students and staff Does not participate in evaluating the instructional support program or resists suggestions that such an evaluation is important 	<ul style="list-style-type: none"> Sets goals and develops plans for the instruction support programs that are rudimentary or are partially suitable to the needs of the students and staff Has rudimentary participation evaluating the instructional support program 	<ul style="list-style-type: none"> Sets goals and develops plans for the instructional support program that are clear and are suitable to the needs of the students and staff Participates in evaluating the instructional support program in a manner that is organized around goals 	<ul style="list-style-type: none"> Sets specific goals and develops plans for the instructional support program that are highly appropriate to the needs of the students and staff, following consultations with administrators and colleagues. Actively participates in evaluating the instructional support program with sources of evidence and a clear path towards improving the program
Enter Notes				
Rubric Score: 0/0				



KRSD – School Nurse Evaluation Rubric

This process seeks to improve the support/learning process, identify strengths and areas for improvement, and encourage personal and professional growth

Domain I – Planning and Preparation

Criteria	Beginning	Developing	Proficient	Distinguished
Demonstrate knowledge of child/human growth and development along with health care and nursing process	<ul style="list-style-type: none"> Nurse demonstrates little knowledge of growth and development Nurse displays little or no knowledge of healthcare content and technique 	<ul style="list-style-type: none"> Nurse displays basic knowledge and understanding of typical age group growth and developmental norms. Nurse displays developing knowledge of evidenced based healthcare content and technique 	<ul style="list-style-type: none"> Nurse displays proficient knowledge of typical as well as atypical age group growth and development. Nurse demonstrates accurate and evidenced based healthcare content knowledge and technique 	<ul style="list-style-type: none"> Nurse displays exceptional knowledge of typical as well as atypical age group growth and development. Nurse demonstrates extensive and evidence based healthcare content knowledge and technique.
<u>Enter Notes</u>				
Goals, The Program Plan, and Ongoing Evaluation of the Program	<ul style="list-style-type: none"> Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students Nurse's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure Nurse has no plan to evaluate the program or resists suggestion that such an evaluation is important 	<ul style="list-style-type: none"> Nurse's goals for the nursing program are developing and partially suitable to the situation and age of the students Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the broader goals Nurse has a rudimentary plan to evaluate the nursing program 	<ul style="list-style-type: none"> Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students Nurse's plan is appropriate and serves to support students individually, within the broader educational program Nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met 	<ul style="list-style-type: none"> Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues Nurse's plan is highly coherent and serves to support students individually, within the broader educational program Nurse's evaluation of the program is highly sophisticated, with various sources of evidence and a clear path toward improving the program on an ongoing basis
<u>Enter Notes</u>				
Demonstrating Knowledge of Nurse Practice Act, Government, Community, and District Regulations and Resources	<ul style="list-style-type: none"> Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district. Nurse rarely utilizes school district and community resources to enhance health services 	<ul style="list-style-type: none"> Nurse's knowledge of Nurse Practice Act, governmental regulations and district regulations is developing. Nurse sometimes utilizes school district and community resources to enhance health services 	<ul style="list-style-type: none"> Nurse's knowledge of Nurse Practice Act, governmental regulations and district regulations is appropriate. Nurse usually utilizes school district and community resources to enhance health services 	<ul style="list-style-type: none"> Nurse's knowledge of Nurse Practice Act, governmental regulations and district regulations is extensive. Nurse actively utilizes school, district and community resources to enhance health services.
<u>Enter Notes</u>				

Domain II - The Environment

Criteria	Beginning	Developing	Proficient	Distinguished
Creating an Environment of Respect, Rapport, and a Culture of Health and Wellness	<ul style="list-style-type: none"> Nurse rarely provides a safe environment and does not promote comfort, trust, and confidentiality. Nurse seldom promotes health and wellness through providing individual and group education activities. 	<ul style="list-style-type: none"> Nurse sometimes provides a safe environment that promotes varying degree of comfort, trust, and confidentiality. Nurse sometimes promotes health and wellness through providing individual and group education activities. 	<ul style="list-style-type: none"> Nurse provides a safe environment and promotes a consistent degree of comfort, trust, and confidentiality. Nurse consistently promotes health and wellness through providing individual and group education activities. 	<ul style="list-style-type: none"> Nurse excels at providing a safe environment and promotes a high degree of comfort, trust, and confidentiality. Nurse excels at promoting health and wellness through providing individual and group education activities.
<u>Enter Notes</u>				
Managing Health Services Procedures/Protocol and Supervision of Designated Health Aids	<ul style="list-style-type: none"> Nurse unaware of Nurse Practice Act and the NH State Board of Nursing Standards and Regulations and does not follow district policies. Rarely involved in policy development review and revision. Nurse rarely provides appropriate instruction and delegation of duties. 	<ul style="list-style-type: none"> Nurse adheres to the Nurse Practice Act and to the NH State Board of Nursing Standards and Regulations and follows district policies. Minimally involved in policy development review and revision. Nurse sometimes provides appropriate instruction and delegation of duties. 	<ul style="list-style-type: none"> Nurse adheres to the Nurse Practice Act and to the NH State Board of Nursing Standards and Regulations and follows district policies. Participates in policy development review and revision. Nurse consistently provides appropriate instruction and delegation of duties. 	<ul style="list-style-type: none"> Nurse adheres to the Nurse Practice Act and to the NH State Board of Nursing Standards and Regulations and follows district policies. Actively participates in policy development review and revision. Nurse excels at providing appropriate instruction and delegation of duties.

Enter Notes			
Physical Space	<ul style="list-style-type: none"> Nurse's office is in disarray or is inappropriate to the planned activities. Medications and health records are not properly stored 	<ul style="list-style-type: none"> Nurse's attempts to create a well-organized physical environment are partially successful. Medications and health records are stored properly but are difficult to find 	<ul style="list-style-type: none"> Nurse's office is well organized and is appropriate to the planned activities. Medications and health records are properly stored and well organized
Enter Notes			

Domain III - Delivery of Services

Criteria	Beginning	Developing	Proficient	Distinguished
Assessing Student Needs and Managing Emergency Situations	<ul style="list-style-type: none"> Nurse rarely assesses the needs of individual students and rarely collaborates with individuals, families, and team members. Nurse rarely demonstrates nursing process and rarely evaluates outcomes of interventions. Rarely participates in emergency planning teams. 	<ul style="list-style-type: none"> Nurse sometimes assesses the needs of individual students and collaborates with individuals, families, and team members in order to create updated health care plans and medical alert listings. Nurse demonstrates nursing process in some situations and evaluates outcomes of interventions Minimal participation in emergency planning teams 	<ul style="list-style-type: none"> Nurse consistently assesses the needs of individual students and collaborates with individuals, families, and team members in order to create optimal updated health care plans and medical alert listings. Nurse effectively demonstrates nursing process and evaluates outcomes of interventions. Participates in emergency planning teams and utilizes community resources in response to emergent and non-emergent situations. 	<ul style="list-style-type: none"> Nurse is highly skilled in assessing the needs of individual students and collaborating with individuals, families, and team members in order to create optimal updated health care plans and medical alert listings. Nurse is highly effective at demonstrating nursing process and evaluating the outcomes of interventions. Takes a leadership role in emergency planning teams and utilizing community resources in response to emergent and non-emergent situations.
Enter Notes				
Demonstrating Flexibility, Responsiveness, and Collaboration.	<ul style="list-style-type: none"> Nurse rarely seeks ways to improve the nursing program/practice and rarely makes changes as needed in response to student, parent, and colleague feedback. Nurse rarely evaluates the effectiveness of the nursing program/guidelines 	<ul style="list-style-type: none"> Nurse makes modest changes in the nursing program/practice when confronted with evidence of the need for change Nurse sometimes evaluates the effectiveness of the nursing program/guidelines 	<ul style="list-style-type: none"> Nurse makes revisions in the nursing program/practice when they are needed. Nurse consistently maintains an ongoing evaluation of the effectiveness of these guidelines and proposes changes as indicated. 	<ul style="list-style-type: none"> Nurse is continually seeking ways to improve the nursing program/practice and makes changes as needed in response to student, parent, and colleague feedback. Nurse develops and maintains an ongoing evaluation of the effectiveness of these guidelines and proposes changes as indicated.
Enter Notes				
Communication and Use of Technology	<ul style="list-style-type: none"> Oral and verbal communications are rarely appropriate, timely, or relevant. Nurse rarely provides adequate health counseling. Nurse rarely seeks to improve knowledge and skill regarding the uses of technology as it relates to their occupational obligations 	<ul style="list-style-type: none"> Oral and verbal communications are sometimes appropriate, timely, and relevant. Nurse sometimes provides adequate health counseling Nurse sometimes seeks to improve knowledge and skill regarding the uses of technology as it relates to their occupational obligations 	<ul style="list-style-type: none"> Oral and verbal communications are consistently appropriate, timely, and relevant. Health counseling is usually of high quality, individualized and is in accordance with Scope of Practice Nurse often seeks to improve knowledge and skill regarding the uses of technology as it relates to their occupational obligations 	<ul style="list-style-type: none"> Oral and verbal communications are consistently appropriate, timely, and relevant. Health counseling is consistently of high quality, individualized and is in accordance of Scope of Practice Nurse seeks to continuously improve knowledge and skill regarding the uses of technology as it relates to their occupational obligations
Enter Notes				

Domain IV – Professional Responsibility

Element	Beginning	Developing	Proficient	Distinguished
Professional Responsibility	<ul style="list-style-type: none"> Demonstrates professionalism with routine duties a minority of the time Nurse rarely can be counted on for honesty, integrity, confidentiality, and advocacy for students. 	<ul style="list-style-type: none"> Demonstrates professionalism with routine duties most (a majority of) the time Nurse sometimes demonstrates honesty, integrity, confidentiality and advocacy for students.. 	<ul style="list-style-type: none"> Demonstrates professionalism with routine duties with few exceptions Nurse demonstrates high standards of honesty, integrity, confidentiality, and advocacy for students. 	<ul style="list-style-type: none"> Consistently demonstrates professionalism with all duties Nurse demonstrates the highest standards of honesty, integrity, confidentiality, and advocacy for students, taking a leadership role.
Enter Notes				
Participating in Professional Development and Community	<ul style="list-style-type: none"> Rarely pursues professional growth related to job knowledge and goals Nurse rarely develops and meets professional goals. Nurse rarely seeks additional experiences and training in areas that enhance school nursing Nurse makes no contribution to district, community, and/or profession 	<ul style="list-style-type: none"> Sometimes pursues professional growth related to job knowledge and goals. Nurse sometimes develops and meets goals. Nurse sometimes seeks additional experiences and training in areas that enhance school nursing Nurse makes little contribution to district, community, and/or profession 	<ul style="list-style-type: none"> Pursues professional growth related to job knowledge and goals most of the time. Nurse develops and meets professional goals. Nurse usually seeks additional experiences and training in areas that enhance school nursing Nurse makes moderate contribution to district, community, and/or profession 	<ul style="list-style-type: none"> Nurse actively pursues professional growth related to job knowledge and goals Nurse has ongoing assessment and revision in the development of professional goals. Nurse actively seeks additional experiences and training in areas that enhance school nursing. Nurse makes substantial contribution to district, community, and/or profession.
Enter Notes				
Communication	<ul style="list-style-type: none"> Nurse rarely demonstrates positive interpersonal relationships with staff Nurse rarely communicates appropriately with students Nurse rarely demonstrates 	<ul style="list-style-type: none"> Nurse sometimes demonstrates positive interpersonal relationships with staff Nurse sometimes communicates appropriately with students Nurse sometimes 	<ul style="list-style-type: none"> Nurse consistently demonstrates positive interpersonal relationships with staff Nurse effectively communicates with students Nurse demonstrates positive 	<ul style="list-style-type: none"> Nurse excels at demonstrating positive interpersonal relationships with staff Nurse has exceptional rapport with students Nurse has exceptional rapport with parents and/or

	positive interpersonal relationships with parents and/or guardians • Nurse lacks skill in maintaining confidentiality	demonstrates positive interpersonal relationships with parents and/or guardians • Nurse is inconsistent in maintaining confidentiality	interpersonal relationships with parents and/or guardians • Nurse maintains confidentiality	guardians • Nurse is respectful in maintaining and explaining confidentiality
<u>Enter Notes</u>				
Communication of Assessment Results:	<ul style="list-style-type: none"> • Rarely maintains accurate health care records. • Rarely shares assessment results with student, staff, or family. 	<ul style="list-style-type: none"> • Health care records are partially complete. • Shares assessment results with student, staff, and family most of the time 	<ul style="list-style-type: none"> • Maintains accurate and complete health care records • Effectively communicates assessment results with student, staff, and family in a timely and appropriate manner with few exceptions 	<ul style="list-style-type: none"> • Maintains thorough, accurate, and complete health care records. • Demonstrates understanding of assessment results and effectively communicates pertinent information with student, staff, and family in a timely and appropriate manner.
<u>Enter Notes</u>				



Guidance Counselor Observation Rubric

Professional Development Goals

Name	Description	Completed
	NONE	

Teacher Name: _____

Evaluator: _____

Date of Observation: _____

Guidance Counselor Observation

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Demonstrating knowledge of assessing student needs	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
<u>Enter Notes</u>				
Demonstrating the use of counseling techniques in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
<u>Enter Notes</u>				
Establishing rapport with students, parents and staff.	Counselor's interactions with students, parents or staff are negative or inappropriate; students appear uncomfortable in the testing center.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at developing rapport with students, parents or staff are partially successful.	Counselor's interactions with students, parents and staff are positive and respectful; students appear comfortable in the guidance environment.	Students, parents and staff seek out the counselor, reflecting a high degree of comfort and trust in the relationship.
<u>Enter Notes</u>				
Organizing physical space for provision of services and storage of materials	The physical environment is in disarray or is inappropriate to the planned activities.	The counselor's attempts to create an inviting and well-organized physical environment are partially successful.	The counseling center or classroom arrangements are inviting and conducive to the planned activities.	The counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
<u>Enter Notes</u>				
Using counseling techniques in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
<u>Enter Notes</u>				
Showing professionalism	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality. 4f.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor demonstrates the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
<u>Enter Notes</u>				
Maintaining accurate records	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
<u>Enter Notes</u>				

Comments on Observation:

Overall comments on the lesson:



Library/Media Specialist Evaluation Rubric

Domain I – Planning and Preparation(LMS)

Criteria	Inefficient	Basic/Developing	Proficient	Distinguished
Knowledge and Skill	<ul style="list-style-type: none"> Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology Rarely demonstrates knowledge of curriculum, instruction, and assessment 	<ul style="list-style-type: none"> Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology Demonstrates knowledge of curriculum, instruction, and assessment most of the time 	<ul style="list-style-type: none"> Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology Demonstrates knowledge of curriculum, instruction, and assessment with few exceptions 	<ul style="list-style-type: none"> Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology Always demonstrates knowledge of curriculum, instruction, and assessment
<u>Enter Notes</u>				
Library / Media and School Connections	<ul style="list-style-type: none"> Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall - structure 	<ul style="list-style-type: none"> Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals 	<ul style="list-style-type: none"> Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students Library/media specialist's plan is well designed to support both teachers and students in their information needs 	<ul style="list-style-type: none"> Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers
<u>Enter Notes</u>				
Goals for and Assessing of Library / Media Program	<ul style="list-style-type: none"> Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important 	<ul style="list-style-type: none"> Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students Library/media specialist has a rudimentary plan to evaluate the library/media program 	<ul style="list-style-type: none"> Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met 	<ul style="list-style-type: none"> Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues Library/media specialist's evaluation plan is highly sophisticated, with various sources of evidence and a clear path toward improving the program on an ongoing basis
<u>Enter Notes</u>				

Domain II – The Environment(LMS)

Criteria	Inefficient	Basic/Developing	Proficient	Distinguished
Creating and Environment of Respect, Rapport, Investigation, and Appreciation of Literature	<ul style="list-style-type: none"> Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required 	<ul style="list-style-type: none"> Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it 	<ul style="list-style-type: none"> Interactions, both between the library/media specialist and students and among students, are polite and respectful and are appropriate to the cultural and developmental differences among groups of students Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature 	<ul style="list-style-type: none"> Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values

Enter Notes

Appropriate Standards of Behavior:	<ul style="list-style-type: none"> • Rarely maintains rules and standards of behavior (for students) in alignment with school and District rules • Rarely demonstrates fairness and consistency when dealing with students 	<ul style="list-style-type: none"> • Maintains rules and standards of behavior (for students) in alignment with school and District rules only some of the time • Demonstrates fairness and consistency when dealing with students only some of the time 	<ul style="list-style-type: none"> • Maintains rules and standards of behavior (for students) in alignment with school and District rules most of the time • Demonstrates fairness and consistency when dealing with students with few exceptions 	<ul style="list-style-type: none"> • Always maintains rules and standards of behavior (for students) in alignment with school and District rules • Always demonstrates fairness and consistency when dealing with students
<u>Enter Notes</u>				
Flow and Procedures	<ul style="list-style-type: none"> • Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion • Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion 	<ul style="list-style-type: none"> • Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion • Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically 	<ul style="list-style-type: none"> • Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use • Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly 	<ul style="list-style-type: none"> • Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting • Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation
<u>Enter Notes</u>				

Domain III – Delivery of Services(LMS)

Criteria	Inefficient	Basic/Developing	Proficient	Distinguished
Use of Technology	<ul style="list-style-type: none"> • Library/Media specialist does not work with constituents in technology planning and integration • Rarely seeks to continuously improve knowledge and skill regarding the uses of technology as it relates to their occupational obligations 	<ul style="list-style-type: none"> • Library/Media specialist collaboratively works with constituents regarding technology planning and implementation only some of the time • Seeks to continuously improve knowledge and skill regarding the uses of technology as it relates to their occupational obligations only some of the time 	<ul style="list-style-type: none"> • Library/Media specialists works with Technology Integrationist, IT Department, students, and teachers regarding technology planning and implementation • Seeks to continuously improve knowledge and skill regarding the uses of technology as it relates to their occupational obligations most of the time 	<ul style="list-style-type: none"> • Library/Media specialists actively initiates and collaborates with Technology Integrationist, IT Department, students, and teachers regarding technology planning and implementation • Library/Media specialist always seeks to continuously improve knowledge and skill regarding the uses of technology as it relates to their occupational obligations
<u>Enter Notes</u>				
Collaboration With Teachers and Students	<ul style="list-style-type: none"> • Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units • Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials 	<ul style="list-style-type: none"> • Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so • Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials 	<ul style="list-style-type: none"> • Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units • Students are engaged in enjoying literature and in learning information skills 	<ul style="list-style-type: none"> • Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school • Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and well-selected materials and strategies
<u>Enter Notes</u>				
Maintaining the Collection and Budget	<ul style="list-style-type: none"> • Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among -different areas • Library/media rarely meets budget deadlines and/or information provided is frequently inaccurate 	<ul style="list-style-type: none"> • Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance • Budget deadlines are sometimes missed and/or information provided is sometimes inaccurate 	<ul style="list-style-type: none"> • Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas • Budgetary deadlines are always met and information is always accurate with few exceptions 	<ul style="list-style-type: none"> • Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas • Budgetary deadlines are always met and information is always accurate
<u>Enter Notes</u>				

Domain IV – Professional Responsibility (LMS)

Criteria	Ineffective	Basic/Developing	Proficient	Distinguished
Professional Responsibility	<ul style="list-style-type: none"> • Demonstrates professionalism with routine duties only some (a minority of) the time • Shares responsibility for student well-being only some (a minority of) the time 	<ul style="list-style-type: none"> • Demonstrates professionalism with routine duties most (a majority of) the time • Shares responsibility for student well-being most (a majority of) the time 	<ul style="list-style-type: none"> • Demonstrates professionalism with routine duties with few exceptions • Shares responsibility for student well-being with few exceptions 	<ul style="list-style-type: none"> • Always demonstrates professionalism with routine duties • Always shares responsibility for student well-being
<u>Enter Notes</u>				
Reflection and Continuous Learning	<ul style="list-style-type: none"> • Rarely reflects on choices, decisions, and interactions • Rarely actively pursues professional growth related to job knowledge and goals • Rarely develops professional goals focused on student growth 	<ul style="list-style-type: none"> • Reflects on choices, decisions, and interactions only some of the time • Actively pursues professional growth related to job knowledge and goals only some of the time • Develops professional goals 	<ul style="list-style-type: none"> • Reflects on choices, decisions, and interactions most of the time • Actively pursues professional growth related to job knowledge and goals most of the time • Develops professional goals 	<ul style="list-style-type: none"> • Always reflects on choices, decisions, and interactions • Always actively pursues professional growth related to job knowledge and goals • Always develops professional goals focused on student growth

	along with District, building, and personal needs	focused on student growth along with District, building, and personal needs some of the time	focused on student growth along with District, building, and personal needs most of the time	along with District, building, and personal needs
<u>Enter Notes</u>				
Communication	<ul style="list-style-type: none"> • Rarely demonstrates positive interpersonal relationships with educational staff • Rarely communicates appropriately with students • Rarely demonstrates positive interpersonal relationships with parents and/or guardians • Inconsistently explains and maintains confidentiality • Rarely positively receives and evaluates the ideas of others 	<ul style="list-style-type: none"> • Demonstrates positive interpersonal relationships with educational staff some of the time • Communicates appropriately with students some of the time • Demonstrates positive interpersonal relationships with parents and/or guardians with few exceptions • Explains and maintains confidentiality with few exceptions • Positively receives and evaluates the ideas of others most of the time 	<ul style="list-style-type: none"> • Demonstrates positive interpersonal relationships with educational staff with few exceptions • Communicates appropriately with students with few exceptions • Demonstrates positive interpersonal relationships with parents and/or guardians with few exceptions • Always respectfully explains and maintains confidentiality • Positively receives and evaluates the ideas of others most of the time 	<ul style="list-style-type: none"> • Always demonstrates positive interpersonal relationships with educational staff • Always communicates appropriately with students • Always demonstrates positive interpersonal relationships with parents and/or guardians • Always respectfully explains and maintains confidentiality • Always positively receives and evaluates the ideas of others
<u>Enter Notes</u>				
Purpose of Assessment	<ul style="list-style-type: none"> • Rarely understands the rationale behind the assessment • Rarely knows what assessment to use to gather information on target issue • Rarely uses assessment practices that will improve attainment of student/program goals 	<ul style="list-style-type: none"> • Understands the rationale behind the assessment some of the time • Knows what assessment to use to gather information on target issue some of the time • Uses assessment practices that will improve attainment of student/program goals some of the time 	<ul style="list-style-type: none"> • Understands the rationale behind the assessment most of the time • Knows what assessment to use to gather information on target issue most of the time • Uses assessment practices that will improve attainment of student/program goals most of the time 	<ul style="list-style-type: none"> • Always understands the rationale behind the assessment • Always knows what assessment to use to gather information on target issue • Always uses assessment practices that will improve attainment of student/program goals
<u>Enter Notes</u>				



O/T Observation Rubric

Professional Development Goals

Name	Description	Completed
	NONE	

Teacher Name: _____

Evaluator: _____

Date of Observation _____

Therapeutic Services Field Observation

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Demonstrating knowledge and skill in using therapeutic instruments to evaluate students	Specialist demonstrates little or no knowledge and skill in using therapeutic instruments to evaluate students.	Specialist uses a limited number of therapeutic instruments to evaluate students.	Specialist uses 5-8 therapeutic instruments to evaluate students and determine accurate eligibility.	Specialist uses a wide range of therapeutic instruments to evaluate students and knows the proper situations in which each should be used.
	Enter Notes			
Demonstrating knowledge of child and adolescent development and related therapies.	Specialist demonstrates little or no knowledge of child and adolescent development and related therapies.	Specialist demonstrates basic knowledge of child and adolescent development and related therapies.	Specialist demonstrates thorough knowledge of child and adolescent development and related therapies..	Specialist demonstrates extensive knowledge of child and adolescent development and related therapies and knows variations of the typical patterns
	Enter Notes			
Establishing rapport with students, parents, and staff	Specialist's interactions with students, parents, or staff are negative or inappropriate; students appear uncomfortable in the testing environment.	Specialist's interactions are a mix of positive and negative; the Specialist's efforts at developing rapport with students, parents, or staff are partially successful.	Specialist's interactions with all students, parents, and staff are positive and respectful; students, parents, and staff appear comfortable in the testing center.	Students, parents, and staff seek out the Specialist, reflecting a high degree of comfort and trust in the relationship.
	Enter Notes			
Organizing physical space for testing of students and storage of materials	The work setting is disorganized and poorly suited for working with students. Materials are not stored in a secure location and are difficult to find when needed.	Materials are stored securely, but the work setting is not completely well organized, and materials are difficult to find when needed	The work setting is well organized; materials are stored in a secure location and are available when needed.	The work setting is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.
	Enter Notes			
Planning interventions to maximize students' likelihood of success	Specialist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Specialist's plans for students are partially suitable for them or are sporadically aligned with identified needs	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
	Enter Notes			
Showing professionalism	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
	Enter Notes			
Maintaining accurate records	Specialist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Specialist's records are accurate and legible and are stored in a secure location.	Specialist's records are accurate and legible, well organized, and stored in a secure location.	Specialist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
	Enter Notes			

Comments on Observation:

Overall comments on the lesson:



School Psychologist Observation Rubric

Professional Development Goals

Name	Description	Completed
	NONE	

Teacher Name: _____

Evaluator: _____

Date of Observation _____

School Psychologist Field Observation

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Demonstrating knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate eligibility.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
	Enter Notes			
Demonstrating knowledge of child and adolescent development and psychopathology	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns
	Enter Notes			
Establishing rapport with students, parents, and staff	Psychologist's interactions with students, parents, or staff are negative or inappropriate; students appear uncomfortable in the testing environment.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport with students, parents, or staff are partially successful.	Psychologist's interactions with all students, parents, and staff are positive and respectful; students, parents, and staff appear comfortable in the testing center.	Students, parents, and staff seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
	Enter Notes			
Organizing physical space for testing of students and storage of materials	The work setting is disorganized and poorly suited for working with students. Materials are not stored in a secure location and are difficult to find when needed.	Materials are stored securely, but the work setting is not completely well organized, and materials are difficult to find when needed.	The work setting is well organized; materials are stored in a secure location and are available when needed.	The work setting is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.
	Enter Notes			
Planning interventions to maximize students' likelihood of success	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
	Enter Notes			
Showing professionalism	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
	Enter Notes			
Maintaining accurate records	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
	Enter Notes			

Comments on Observation:

Overall comments on the lesson:



Social Worker Evaluation Rubric - Updated 2014

This process seeks to improve the support/learning process, identify strengths and areas for improvement, and encourage personal and professional growth

Date of Observation:

Domain I – Professional Responsibility (SSWE) - Updated 2014

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Professional Responsibility	<ul style="list-style-type: none"> • Demonstrates professionalism with routine duties only some (a minority of) the time • Shares responsibility for student well-being only some (a minority of) the time • Rarely holds the highest standards of confidentiality and student advocacy 	<ul style="list-style-type: none"> • Demonstrates professionalism with routine duties most (a majority of) the time • Shares responsibility for student well-being most (a majority of) the time • Holds the highest standards of confidentiality and student advocacy with few exceptions 	<ul style="list-style-type: none"> • Demonstrates professionalism with routine duties with few exceptions • Shares responsibility for student well-being with few exceptions • Always holds the highest standards of confidentiality and student advocacy 	<ul style="list-style-type: none"> • Always demonstrates professionalism with routine duties • Always shares responsibility for student well-being • Always holds the highest standards of confidentiality and student advocacy
<u>Enter Notes</u>				
Reflection and Continuous Learning	<ul style="list-style-type: none"> • Rarely reflects on choices, decisions, and interactions • Rarely actively pursues professional growth related to job knowledge and goals • Rarely develops professional goals focused on student growth along with District, building, and personal needs 	<ul style="list-style-type: none"> • Reflects on choices, decisions, and interactions only some of the time • Actively pursues professional growth related to job knowledge and goals only some of the time • Develops professional goals focused on student growth along with District, building, and personal needs some of the time 	<ul style="list-style-type: none"> • Reflects on choices, decisions, and interactions most of the time • Actively pursues professional growth related to job knowledge and goals most of the time • Develops professional goals focused on student growth along with District, building, and personal needs most of the time 	<ul style="list-style-type: none"> • Always reflects on choices, decisions, and interactions • Always actively pursues professional growth related to job knowledge and goals • Always develops professional goals focused on student growth along with District, building, and personal needs
<u>Enter Notes</u>				
Communication	<ul style="list-style-type: none"> • Rarely demonstrates positive interpersonal relationships with educational staff • Rarely communicates appropriately with students • Rarely demonstrates positive interpersonal relationships with parents and/or guardians • Inconsistently explains and maintains confidentiality • Does not positively receive and evaluate the ideas of others 	<ul style="list-style-type: none"> • Demonstrates positive interpersonal relationships with educational staff some of the time • Communicates appropriately with students some of the time • Demonstrates positive interpersonal relationships with parents and/or guardians with few exceptions • Explains and maintains confidentiality with few exceptions • Positively receives and evaluates the ideas of others most of the time 	<ul style="list-style-type: none"> • Demonstrates positive interpersonal relationships with educational staff with few exceptions • Communicates appropriately with students with few exceptions • Demonstrates positive interpersonal relationships with parents and/or guardians with few exceptions • Always respectfully explains and maintains confidentiality • Positively receives and evaluates the ideas of others most of the time 	<ul style="list-style-type: none"> • Always demonstrates positive interpersonal relationships with educational staff • Always communicates appropriately with students • Always demonstrates positive interpersonal relationships with parents and/or guardians • Always respectfully explains and maintains confidentiality • Positively receives and evaluates the ideas of others
<u>Enter Notes</u>				
Rubric Score: 0/0				

Domain II – Social/Emotional Support (SSWE) - Updated 2014

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Positive Environment	<ul style="list-style-type: none"> • Rarely demonstrates positive and appropriate interpersonal relationships with students • Rarely establishes an appropriate environment • Rarely explains guidelines for an appropriate counseling relationship 	<ul style="list-style-type: none"> • Demonstrates positive and appropriate interpersonal relationships only some of the time • Establishes an appropriate environment only some of the time • Clearly explains guidelines for an appropriate relationship only 	<ul style="list-style-type: none"> • Demonstrates positive and appropriate interpersonal relationships with students with few exceptions • Establishes an appropriate environment with few exceptions • Clearly explains guidelines for an appropriate relationship with few exceptions 	<ul style="list-style-type: none"> • Always demonstrates positive and appropriate interpersonal relationships with students • Always establishes an appropriate environment • Always clearly explains guidelines for an appropriate relationship

		some of the time		
	<u>Enter Notes</u>			
Appropriate Standards of Behavior	<ul style="list-style-type: none">• Rarely maintains rules and standards of behavior (for students) in alignment with school and District rules• Rarely demonstrates fairness and consistency when dealing with students	<ul style="list-style-type: none">• Maintains rules and standards of behavior (for students) in alignment with school and District rules only some of the time• Demonstrates fairness and consistency when dealing with students only some of the time	<ul style="list-style-type: none">• Demonstrates positive and appropriate interpersonal relationships only some of the time• Establishes an appropriate environment only some of the time• Clearly explains guidelines for an appropriate relationship only some of the time	<ul style="list-style-type: none">• Always maintains rules and standards of behavior (for students) in alignment with school and District rules• Always demonstrates fairness and consistency when dealing with students
	<u>Enter Notes</u>			
Student Engagement	<ul style="list-style-type: none">• Rarely utilizes a variety of appropriate strategies to refocus disengaged students• Rarely involves student(s) throughout counseling sessions• Rarely empowers the student to be part of the solution	<ul style="list-style-type: none">• Utilizes a variety of appropriate strategies to refocus disengaged students only some of the time• Involves student(s) throughout counseling sessions only some of the time• Empowers the student to be part of the solution only some of the time	<ul style="list-style-type: none">• Utilizes a variety of appropriate strategies to refocus disengaged students most of the time• Involves student(s) throughout counseling sessions with few exceptions• Empowers the student to be part of the solution with few exceptions	<ul style="list-style-type: none">• Always utilizes a variety of appropriate strategies to refocus disengaged students• Always involves student(s) throughout counseling sessions• Always empowers the student to be part of the solution
	<u>Enter Notes</u>			
Rubric Score: 0/0				

Domain III – Delivery of Services (SSWE) - Updated 2014

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Use of Technology	<ul style="list-style-type: none">• Rarely evaluates, tries innovative approaches, and refines strategies, including uses of technology, to improve service delivery• Rarely seeks to continuously improve knowledge and skill regarding the uses of technology as it relates to their occupational obligations	<ul style="list-style-type: none">• Evaluates, tries innovative approaches, and refines strategies, including uses of technology, to improve service delivery only some of the time• Seeks to continuously improve knowledge and skill regarding the uses of technology as it relates to their occupational obligations only some of the time	<ul style="list-style-type: none">• Evaluates, tries innovative approaches, and refines strategies, including uses of technology, to improve service delivery most of the time• Seeks to continuously improve knowledge and skill regarding the uses of technology as it relates to their occupational obligations most of the time	<ul style="list-style-type: none">• Always evaluates, tries innovative approaches, and refines strategies, including uses of technology, to improve service delivery• Always seeks to continuously improve knowledge and skill regarding the uses of technology as it relates to their occupational obligations
Enter Notes				
Mastery of Service Delivery	<ul style="list-style-type: none">• Rarely provides appropriate support for other school programs• Rarely uses practices which reflect current knowledge of the profession	<ul style="list-style-type: none">• Provides appropriate support for other school programs only some of the time• Uses practices which reflect current knowledge of the profession only some of the time	<ul style="list-style-type: none">• Provides appropriate support for other school programs most of the time• Uses practices which reflect current knowledge of the profession most of the time	<ul style="list-style-type: none">• Always provides appropriate support for other school programs• Always uses practices which reflect current knowledge of the profession
Enter Notes				
Communication	<ul style="list-style-type: none">• Rarely implements an effective referral process with administrators, teachers, and other school personnel• Rarely seeks to establish and cultivate lines of communication with appropriate agencies outside of the school	<ul style="list-style-type: none">• Implements an effective referral process with administrators, teachers, and other school personnel some of the time• Seeks to establish and cultivate lines of communication with appropriate agencies outside of the school some of the time	<ul style="list-style-type: none">• Implements an effective referral process with administrators, teachers, and other school personnel most of the time• Seeks to establish and cultivate lines of communication with appropriate agencies outside of the school most of the time	<ul style="list-style-type: none">• Always implements an effective referral process with administrators, teachers, and other school personnel• Always seeks to establish and cultivate lines of communication with appropriate agencies outside of the school
Enter Notes				
Special Services	<ul style="list-style-type: none">• Rarely meets needs of students with special interests, abilities, and unique learning needs• Rarely makes appropriate referrals for students who need special help	<ul style="list-style-type: none">• Inconsistently meets needs of students with special interests, abilities, and unique learning needs• Inconsistently makes appropriate referrals for students who need special help	<ul style="list-style-type: none">• Meets needs of students with special interests, abilities, and unique learning needs with few exceptions• Makes appropriate referrals for students who need special help with few exceptions	<ul style="list-style-type: none">• Always meets needs of students with special interests, abilities, and unique learning needs• Always makes appropriate referrals for students who need special help
Enter Notes				
Rubric Score: 0/0				

Domain IV – Planning and Preparation (SSWE) - Updated 2014

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
The Plan and Ongoing Evaluation of the Program	<ul style="list-style-type: none"> Social worker's plan consists of a random collection of unrelated activities, lacking coherence or an overall 	<ul style="list-style-type: none"> Social worker's plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with 	<ul style="list-style-type: none"> Social worker has developed a plan that includes the important aspects of work in the setting 	<ul style="list-style-type: none"> Social worker's plan is highly coherent and preventive and serves to support students individually, within the broader

	structure <ul style="list-style-type: none"> • Social worker has no plan to evaluate the program or resists suggestion that such an evaluation is important 	the broader goals <ul style="list-style-type: none"> • Social worker has a rudimentary plan to evaluate the psychology program 	<ul style="list-style-type: none"> • Social worker's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met 	educational program <ul style="list-style-type: none"> • Social worker's evaluation of the program is highly sophisticated, with various sources of evidence and a clear path toward improving the program on an ongoing basis
<u>Enter Notes</u>				
Communication of Information and Results	<ul style="list-style-type: none"> • Rarely maintains accurate records of data • Rarely and/or inappropriately shares information/results with student and family in a timely manner • Rarely demonstrates knowledge in understanding the meaning of information/results • Does not effectively communicates information/results to students, parents, and faculty (when appropriate) 	<ul style="list-style-type: none"> • Maintains accurate records of data some of the time • Shares information/results with student and family in a timely manner (where appropriate) most of the time • Demonstrates knowledge in understanding the meaning of information/results some of the time • Effectively communicates information/results to students, parents, and faculty (when appropriate) some of the time 	<ul style="list-style-type: none"> • Maintains accurate records of data most of the time • Shares information/results with student and family in a timely manner (where appropriate) with few exceptions • Demonstrates knowledge in understanding the meaning of information/results most of the time • Effectively communicates information/results to students, parents, and faculty (when appropriate) most of the time 	<ul style="list-style-type: none"> • Always maintains accurate records of data • Always shares information/results with student and family in a timely manner (where appropriate) • Always demonstrates knowledge in understanding the meaning of information/results • Always effectively communicates information/results to students, parents, and faculty (when appropriate)
<u>Enter Notes</u>				
Planning	<ul style="list-style-type: none"> • Rarely uses school data to make decisions regarding students and special programs • Rarely collaboratively plans programs (where appropriate) 	<ul style="list-style-type: none"> • Uses school data to make decisions regarding students and special programs some of the time • Collaboratively plans programs (where appropriate) some of the time 	<ul style="list-style-type: none"> • Uses school data to make decisions regarding students and special programs most of the time • Collaboratively plans programs (where appropriate) most of the time 	<ul style="list-style-type: none"> • Always uses school data to make decisions regarding students and special programs • Always collaboratively plans programs (where appropriate)
<u>Enter Notes</u>				

Rubric Score: 0/0

Comments on Instruction:

Overall comments on the lesson:



Speech Services Observation Rubric

Professional Development Goals

Name	Description	Completed
	NONE	

Teacher Name: _____

Evaluator: _____

Date of Observation _____

Therapeutic Services Field Observation

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Demonstrating knowledge and skill in using therapeutic instruments to evaluate students	Specialist demonstrates little or no knowledge and skill in using therapeutic instruments to evaluate students.	Specialist uses a limited number of therapeutic instruments to evaluate students.	Specialist uses 5-8 therapeutic instruments to evaluate students and determine accurate eligibility.	Specialist uses a wide range of therapeutic instruments to evaluate students and knows the proper situations in which each should be used.
Enter Notes				
Demonstrating knowledge of child and adolescent development and related therapies.	Specialist demonstrates little or no knowledge of child and adolescent development and related therapies.	Specialist demonstrates basic knowledge of child and adolescent development and related therapies.	Specialist demonstrates thorough knowledge of child and adolescent development and related therapies..	Specialist demonstrates extensive knowledge of child and adolescent development and related therapies and knows variations of the typical patterns
Enter Notes				
Establishing rapport with students, parents, and staff	Specialist's interactions with students, parents, or staff are negative or inappropriate; students appear uncomfortable in the testing environment.	Specialist's interactions are a mix of positive and negative; the Specialist's efforts at developing rapport with students, parents, or staff are partially successful.	Specialist's interactions with all students, parents, and staff are positive and respectful; students, parents, and staff appear comfortable in the testing center.	Students, parents, and staff seek out the Specialist, reflecting a high degree of comfort and trust in the relationship.
Enter Notes				
Organizing physical space for testing of students and storage of materials	The work setting is disorganized and poorly suited for working with students. Materials are not stored in a secure location and are difficult to find when needed.	Materials are stored securely, but the work setting is not completely well organized, and materials are difficult to find when needed	The work setting is well organized; materials are stored in a secure location and are available when needed.	The work setting is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.
Enter Notes				
Planning interventions to maximize students' likelihood of success	Specialist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Specialist's plans for students are partially suitable for them or are sporadically aligned with identified needs	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
Enter Notes				
Showing professionalism	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Enter Notes				
Maintaining accurate records	Specialist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Specialist's records are accurate and legible and are stored in a secure location.	Specialist's records are accurate and legible, well organized, and stored in a secure location.	Specialist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
Enter Notes				

Comments on Observation:

Overall comments on the lesson:

Appendix 6 – Walk-through Observation Tools

The purpose of walk-through observation is for rich conversations regarding teaching and learning to occur...goal setting (IPDP), whole school conversations (staff meetings), post-conferences, and summative meetings.



Literacy Walk-Through (Elementary Schools)

Professional Development Goals

Name	Description	Completed
	NONE	

Date:

Literacy Walk-Through:

- | | |
|--|--|
| <input type="checkbox"/> Delivers whole group instruction (accessible to all) | <input type="checkbox"/> Delivers small group instruction to all students using leveled texts at students' instructional level (achievable by all) |
| <input type="checkbox"/> Uses flexible groups (informed by ongoing assessment) | <input type="checkbox"/> Knows instructional and independent levels for each student |
| <input type="checkbox"/> Models strategy use for decoding, comprehension, and vocabulary | <input type="checkbox"/> Models fluent reading |

Reading is seen in a variety of ways

- | | |
|--|---|
| <input type="checkbox"/> With a partner | <input type="checkbox"/> In a group |
| <input type="checkbox"/> With an adult listening | <input type="checkbox"/> With a reading buddy |
| <input type="checkbox"/> Silently (with a purpose) | <input type="checkbox"/> With the teacher |
| <input type="checkbox"/> Other | |

Literacy Walk-Through (continued):

- | | |
|---|--|
| <input type="checkbox"/> Gives specific corrective feedback, verbal or written | <input type="checkbox"/> Supplements the core instruction as needed (e.g. more explicit language, more examples) |
| <input type="checkbox"/> Uses approved district texts and supplemental materials | <input type="checkbox"/> Builds routines for students and effective management practices |
| <input type="checkbox"/> Creates meaningful centers | <input type="checkbox"/> Provides literacy-rich environment |
| <input type="checkbox"/> Uses appropriate technology to support literacy goals | <input type="checkbox"/> Maintains ongoing written records for assessments for each literacy component |
| <input type="checkbox"/> Writing Workshop | <input type="checkbox"/> Mini-lessons |
| <input type="checkbox"/> Writer's Notebook | <input type="checkbox"/> Independent Writing (writing projects) |
| <input type="checkbox"/> Conferring with Writers | <input type="checkbox"/> Guided Writing |
| <input type="checkbox"/> Research (investigations to integrate content area study and literature) | <input type="checkbox"/> Student Sharing |
| <input type="checkbox"/> Presentation | |



Walk-through Observation Tools

General Comments:

Walk Through Domain 1

Criteria	I (1)	B/D (2)	P (3)	D (4)
Clarity of Unit and Lesson Plan	I (1)	B/D (2)	P (3) Enter Notes	D (4)
Knowledge of Content-related Pedagogy and Child/Adolescent Development	I (1)	B/D (2)	P (3) Enter Notes	D (4)
Learning Activities	I (1)	B/D (2)	P (3) Enter Notes	D (4)
Instructional Groups	I (1)	B/D (2)	P (3) Enter Notes	D (4)
Lesson Structure	I (1)	B/D (2)	P (3) Enter Notes	D (4)
Assessing Student Learning	I (1)	B/D (2)	P (3) Enter Notes	D (4)

Evidence:

Walk Through Domain 2

Criteria	I (1)	B/D (2)	P (3)	D (4)
Teacher Interaction with Students	I (1)	B/D (2)	P (3) Enter Notes	D (4)
Student Interaction with One Another	I (1)	B/D (2)	P (3) Enter Notes	D (4)
Importance of Content and Pride in Work	I (1)	B/D (2)	P (3) Enter Notes	D (4)
Management of Instructional Groups	I (1)	B/D (2)	P (3) Enter Notes	D (4)
Management of Transitions	I (1)	B/D (2)	P (3) Enter Notes	D (4)
Management of Resources, Materials, and Supplies	I (1)	B/D (2)	P (3) Enter Notes	D (4)
Utilization of Educational Team	I (1)	B/D (2)	P (3) Enter Notes	D (4)

Establishing Standards for Monitoring and Responding to Student Behavior	I (1)	B/D (2)	P (3)	D (4)
	Enter Notes			

Evidence:

Walk Through Domain 3				
Criteria	I (1)	B/D (2)	P (3)	D (4)
Directions and Procedures	I (1)	B/D (2)	P (3)	D (4)
			Enter Notes	
Explanation and Knowledge of Content	I (1)	B/D (2)	P (3)	D (4)
			Enter Notes	
Use of Oral and Written Language	I (1)	B/D (2)	P (3)	D (4)
			Enter Notes	
Quality of Questions	I (1)	B/D (2)	P (3)	D (4)
			Enter Notes	
Discussion Techniques	I (1)	B/D (2)	P (3)	D (4)
			Enter Notes	
Student Participation	I (1)	B/D (2)	P (3)	D (4)
			Enter Notes	
Activities and Assignments	I (1)	B/D (2)	P (3)	D (4)
			Enter Notes	
Structure and Pacing	I (1)	B/D (2)	P (3)	D (4)
			Enter Notes	
Assessment Criteria	I (1)	B/D (2)	P (3)	D (4)
			Enter Notes	
Monitoring of and Response to Student Learning	I (1)	B/D (2)	P (3)	D (4)
			Enter Notes	
Response Opportunities	I (1)	B/D (2)	P (3)	D (4)
			Enter Notes	
Persistence	I (1)	B/D (2)	P (3)	D (4)
			Enter Notes	
Technology	I (1)	B/D (2)	P (3)	D (4)
			Enter Notes	

Evidence:



Walk-through Narrative

Professional Development Goals

Name	Description	Completed
	NONE	

Date:

Observer:

Brief Notes About the Visit:



Learning Walk Data Sheet

Professional Development Goals

Name	Description	Completed
	NONE	

Date:

Cognitive Level of Questions & Activities:

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> Remember | <input type="checkbox"/> Understand |
| <input type="checkbox"/> Apply | <input type="checkbox"/> Analyze, Evaluate, and Create |

Teacher Techniques observed:

- | | |
|--|--|
| <input type="checkbox"/> Facilitate student led learning | <input type="checkbox"/> Provide Teacher-led Instruction (whole group) |
| <input type="checkbox"/> Provide Teacher-led Instruction (small group) | <input type="checkbox"/> Student Centers |
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Project based |
| <input type="checkbox"/> Non-academic Interaction | <input type="checkbox"/> Individual seatwork |
| <input type="checkbox"/> Note-taking | <input type="checkbox"/> Technology based |

Use of Technology:

☐ Yes ☐ No

Type:

Assessment:

- | | |
|--|------------------------------------|
| <input type="checkbox"/> Summative | <input type="checkbox"/> Formative |
| <input type="checkbox"/> Used to Inform Instruction? | |

Learning Environment:

- | | |
|--|--|
| <input type="checkbox"/> Climate of fairness, caring, respect | <input type="checkbox"/> Standards for behavior, routines, transitions |
| <input type="checkbox"/> Reinforce effort of student/recognition | <input type="checkbox"/> Literacy rich environment |
| <input type="checkbox"/> Bad behavior is evident | <input type="checkbox"/> Poor planning |
| <input type="checkbox"/> Related to learning | |

Instructional Practices for All Learners:

- | | |
|--|--|
| <input type="checkbox"/> Communicates standards or objectives to class | <input type="checkbox"/> Learning is relevant |
| <input type="checkbox"/> Emphasize key vocabulary | <input type="checkbox"/> Instructional scaffolding is used |
| <input type="checkbox"/> Provide specific and immediate feedback to | <input type="checkbox"/> students |
| <input type="checkbox"/> Verbal scaffolding used | |

Differentiation:

☐ Yes ☐ No



Differentiation Observation Form

Professional Development Goals

Name	Description	Completed
	NONE	

Date:

Lesson Topic/Subject Area:

Standards/Competencies/Topics Addressed:

Grade:

Date:

Observation Rubric

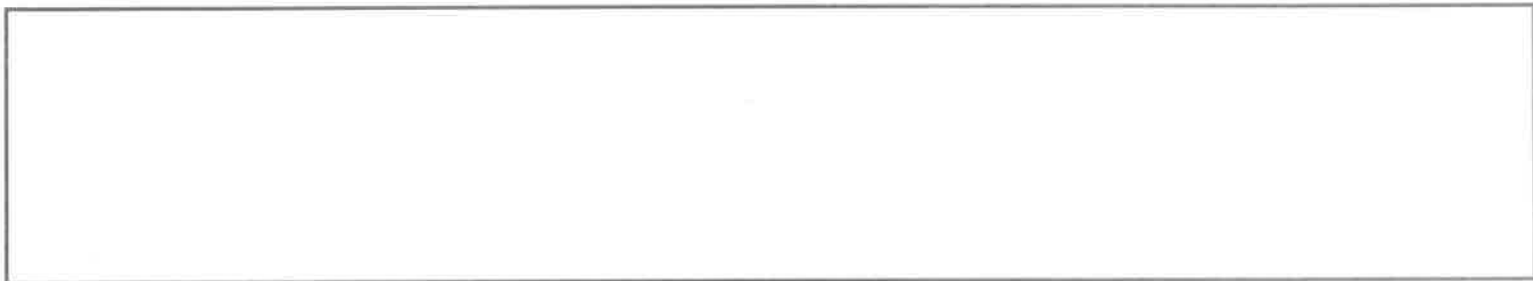
1 = no evidence	2 = little or poor evidence	3 = solid evidence with few exceptions	4 = exceptional evidence
-----------------	-----------------------------	--	--------------------------

Differentiation Observation

Criteria	I (1)	B/D (2)	P (3)	D (4)
Evidence of a pre-assessment and/or check for prior knowledge	I (1)	B/D (2)	P (3)	D (4)
Enter Notes				
Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in group structure where appropriate. Group structures are planned effectively according to skill, interest, learning profile, or readiness	I (1)	B/D (2)	P (3)	D (4)
Enter Notes				
Evidence of DI strategies in lesson, to include: • RAFT • Tic Tac Toe • Cubing • Task Cards/Think Dots • Tiering • Stations/Centers • Jigsaw • Multiple Entry Journals • Contracts • Other:	I (1)	B/D (2)	P (3)	D (4)
Enter Notes				
Evidence of a post assessment/check for understanding	I (1)	B/D (2)	P (3)	D (4)
Enter Notes				

Rubric Score: 0/0

Comments:





Differentiation Observation Form

Professional Development Goals

Name	Description	Completed
	NONE	

Date:

Lesson Topic/Subject Area:

Standards/Competencies/Topics Addressed:

Grade:

Date:

Observation Rubric

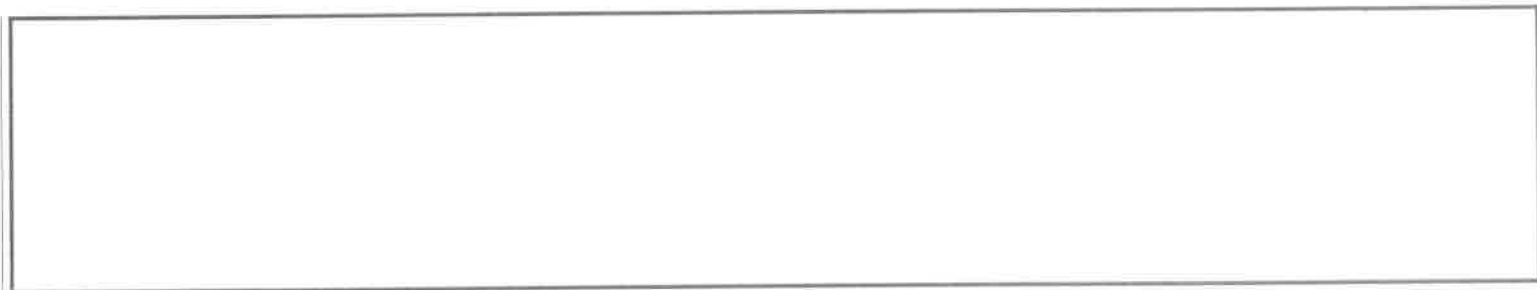
1 = no evidence	2 = little or poor evidence	3 = solid evidence with few exceptions	4 = exceptional evidence
-----------------	-----------------------------	--	--------------------------

Differentiation Observation

Criteria	I (1)	B/D (2)	P (3)	D (4)
Evidence of a pre-assessment and/or check for prior knowledge	I (1)	B/D (2)	P (3)	D (4)
Enter Notes				
Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in group structure where appropriate. Group structures are planned effectively according to skill, interest, learning profile, or readiness	I (1)	B/D (2)	P (3)	D (4)
Enter Notes				
Evidence of DI strategies in lesson, to include: <ul style="list-style-type: none"> • RAFT • Tic Tac Toe • Cubing • Task Cards/Think Dots • Tiering • Stations/Centers • Jigsaw • Multiple Entry Journals • Contracts • Other: 	I (1)	B/D (2)	P (3)	D (4)
Enter Notes				
Evidence of a post assessment/check for understanding	I (1)	B/D (2)	P (3)	D (4)
Enter Notes				

Rubric Score: 0/0

Comments:



Appendix 7 - Domain 4 and 5 and Teacher Proficiency Worksheets

Student Growth:

Teachers will aid students in moving forward academically. They will measure and document individual student growth throughout the year utilizing a variety of formative and summative assessments based on district and building goals. State summative, local standardized assessments, and locally collected information will be utilized in this domain.

Teachers in this Supervision/Evaluation Model are observed in 5 domain areas to determine proficiency ratings:

1. **Planning and Preparation:** in their lesson planning, teachers will demonstrate knowledge of content, pedagogy, students, and resources. They will also be adept at selecting instructional goals based on applicable standards (state, national, Common Core, etc.), competencies, and District curriculum documents. Teachers will design coherent differentiated instruction and assess student learning using both formative and summative assessments.
2. **The Classroom Environment:** teachers will foster a positive and safe academic and emotional climate, model and manage an environment of respectful rapport, and effectively manage classroom procedures and student behavior.
3. **Instruction:** teachers will communicate clearly and accurately, use effective questioning and discussion techniques, engage students in learning, provide timely feedback to students, incorporate various methods and technology, and demonstrate flexibility and responsiveness.
4. **Demonstrating Professionalism:** teachers will reflect on teaching through self-assessment and peer collaboration, maintain accurate records, communicate with families, contribute to the school and district, grow and develop professionally, and show professionalism.
5. **Student Growth:** teachers will aid students in moving forward academically. They will measure and document individual student growth throughout the year utilizing a variety of formative and summative assessments based on district and building goals. State summative, local standardized assessments, and locally collected information will be utilized in this domain.

Calculating Teacher Proficiency Ratings:

For each domain, staff are evaluated on a number of related elements to the domain area. Each element observed is rated on a 4-point scale:

- 4 points for every Distinguished element
- 3 points for every Proficient element
- 2 points for every Basic/Developing element
- 1 point for every Ineffective element

The formula to determine a teacher's summative proficiency level is as follows:

20% Domain 1 + 20% Domain 2 + 20% Domain 3 + 20% Domain 4 + 20% Domain 5

Example (total points available in each domain are determined by observed elements...example Domain 1 has 4 observed elements):

- Domain 1 = $12/4 = 3 * .2 = .6$ points
- Domain 2 = $24/7 = 3.43 * .2 = .686$ points
- Domain 3 = $42/14 = 3 * .2 = .6$ points
- Domain 4 = $29/11 = 2.64 * .2 = .528$ points
- Domain 5 = $24/8 = 3 * .2 = .6$ points

Total = 3.014 points = Teacher Proficient Annual Evaluation Rating

Overview of Rating Scores:

Distinguished:

- Demonstrates exemplary performance by achieving 3.37 – 4 points
- Achieves annual goals
- Assumes additional responsibilities, which will impact the professional development of other staff.

Proficient:

- Demonstrates effective performance by achieving 2.37 – 3.36 points
- Makes significant measurable progress toward the achievement of annual goals
- This is the expected level of teacher performance for most teachers

Basic/Developing:

- Demonstrates Basic performance by achieving 1.69 – 2.36 points
- Make significant measurable progress toward the achievement of annual goals
- Faculty new to the district will typically be at Basic level
- A probationary teacher can remain at the Basic level for up to 2 years





Ineffective:

- Demonstrates unsatisfactory performance by achieving less than 1 – 1.68 points
- Makes unsatisfactory improvement on annual goals
- At risk of nonrenewal
- A teacher can only remain ineffective for up to 1 year



2016-2017 Teacher Summative Rating Report

Summative Rating

-  **Distinguished**
3.37 - 4
-  **Proficient**
2.37 - 3.36
-  **Basic/Developing**
1.69 - 2.36
-  **Ineffective**
0 - 1.68

Domain 1 Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
--------	----------	-------	-----	----------	-----	----------------

Domain 1 (20% Weight) 0

Domain 2 Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
--------	----------	-------	-----	----------	-----	----------------

Domain 2 (20% Weight) 0

Domain 3 Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
--------	----------	-------	-----	----------	-----	----------------

Domain 3 (20% Weight) 0

Domain 4 Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
--------	----------	-------	-----	----------	-----	----------------

Domain 4 (20% Weight) 0

Domain V Score:

Domain 5 (20% Weight) 0

Summative Rating: 0

Domain 4 Evaluation Forms by Evaluation Type:

The following are samples of Domain 4 Evaluation Rubrics in current use by evaluation type. While some evaluation types share a Domain 4 Annual Observation Rubric, others have specific forms generated to support specialized positions. These were developed collaborative between the Supervision and Evaluation Committee, Administration, and the KREA.



16-17 Annual Observation Rubric - Domain 4

This process seeks to improve the teaching/learning process, identify strengths and areas for improvement, and encourage personal and professional growth.

Domain 4 Annual Rubric

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Monitoring Student Completion of Assignments and Progress in Learning	There is no system for maintaining information of student completion of assignments, data is not used to inform decision making, and progress in learning or the system they have is in disarray.	The system for maintaining information on student completion of assignments and progress in learning is rudimentary, only partially effective, and only partially used to inform decision making.	The system for maintaining information on student completion of assignments and progress in learning is fully accurate and up to date. Data is generally used to inform decision making.	The system for maintaining information on student completion of assignments and progress in learning is fully accurate, up to date, and is fully effective in informing decision making. Students have access to data and they are regularly encouraged to self-monitor.
Enter Notes				
Information About the Instructional Program and Individual Students (ie., websites, newsletters, etc)	Little or no information is provided to families about the instructional program and/or individual students.	Some information is provided to families about instructional program and/or individual students. Some information shows lack of sensitivity to family and/or culture.	Effective information is provided to families about instructional program and/or individual students. Information shows awareness of family and/or culture.	Information about instructional programs and/or individual students to families is readily available and effective. Response to family concerns is handled with great professional and cultural sensitivity.
Enter Notes				
Professional Relationships with Colleagues	Relationships with colleagues are negative or non-existent.	Maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Staff member takes initiative in assuming positive leadership among the faculty.
Enter Notes				
Participation in School and District Projects and Events	Rarely becomes involved in school and district projects and events.	Participates in school and district projects and events only when required or specifically asked.	Actively participates in school and district projects and events.	Seeks and actively participates in school and district projects and events and assumes a leadership role in a major school or district project and event.
Enter Notes				
Involvement in a Positive Culture of Professional Inquiry	Avoids participation in a culture of inquiry, resisting opportunities to become involved. Teacher focuses on problems, not solutions.	Becomes involved in school's culture of inquiry when invited to do so, does not seek involvement or to become part of the solution.	Actively participates in a school and district culture of inquiry. Positively contributes to solutions.	Takes a leadership role in promoting a school and district culture of professional inquiry and collaboration. Respects and values the views and opinions of others while contributing to solutions.
Enter Notes				
Enhancement of Content Knowledge and Pedagogical Skill	Engages in little or no or unrelated professional development activities to enhance knowledge or skill.	Participates in professional activities to a limited extent to meet minimum requirements.	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill related to their professional goals.	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill related to their professional goals and continues to study the effects of implementation. Is willing to lead/share professional development.
Enter Notes				
Receptivity to Feedback	Resists feedback from colleagues and/or evaluators.	Accepts, with some reluctance, feedback from colleagues and/or evaluators.	Welcomes feedback from colleagues and/or evaluators or when opportunities arise through professional collaboration.	Welcomes feedback from colleagues and/or evaluators and seeks out opportunities to gain feedback through professional collaboration.
Enter Notes				
Integrity and Ethical Conduct	Rarely displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	With few exceptions, displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public.	Intentionally Blank	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.
Enter Notes				
Compliance with School and	Rarely complies with school and	Sometimes complies with school	Intentionally Blank	Consistently complies with

District Policies	district policies.	and district policies.		school and district policies.
	<u>Enter Notes</u>			
Interaction with Students	Interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.	Interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students.	Interactions with the students reflect genuine respect and caring, for individuals as well as groups of students. Pervasive atmosphere of respect and caring, student to student and teacher to student.
	<u>Enter Notes</u>			
Importance of Content and Pride in Work	Conveys a negative attitude toward the content, suggesting that it is not important or has been mandated by others. Demonstrates little or no pride in their work.	Communicates importance of content/skills but with little conviction.	Conveys genuine enthusiasm for the content, and commitment to its value. Provides varied opportunities for student interest and involvement in content.	Conveys genuine enthusiasm for the content, and commitment to its value. Provides varied opportunities for student interest and involvement in content.
	<u>Enter Notes</u>			
Persistence	When a student has difficulty learning, either gives up or blames the student or the student's home environment.	Accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school (i.e. connecting with other departments to connect/expand learning and content).
	<u>Enter Notes</u>			
Professional Responsibilities (i.e., meeting deadlines, submitting paperwork, reporting for duties, etc.)	Demonstrates professionalism with routine duties only some (a minority) of the time.	Demonstrates professionalism with routine duties most (a majority) of the time.	Demonstrates professionalism with routine duties with few exceptions.	Always demonstrates professionalism with routine duties.
	<u>Enter Notes</u>			
Technology	Uses little technology in instruction and assessment. Opportunities for technology integration are missed. When used, technology overshadows the purpose of the lesson and content delivery.	Sporadically uses available technology in instruction and assessment. Instances of technology use are either chaotic, not well planned, or overshadows the purpose of the lesson and content delivery. Technology procedures are not clear.	Effectively uses available technology in instruction and assessment. In most (a majority of) instances technology is purposefully used to engage students in content. Occasionally technology detracts from the content/purpose of the lesson (the technology overshadows the skill and/or content of the lesson). Criteria and procedures are clear and well defined.	Multiple types/uses of available technology are incorporated to enhance student interest in instruction and assessment. Criteria/procedures for technology use are clear and well defined. Students take responsibility for technology use and appropriately monitor/help with each other's use. Teacher models effective use of technology and procedures for skill development.
	<u>Enter Notes</u>			
Rubric Score: 0/0				

Comments:



Guidance Counselor Annual Observation Rubric - Domain 4

This process seeks to improve the teaching/learning process, identify strengths and areas for improvement, and encourage personal and professional growth.

Guidance Counselor Domain 4

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Assessing student needs	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
<u>Enter Notes</u>				
Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
<u>Enter Notes</u>				
Using counseling techniques in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
<u>Enter Notes</u>				
Maintaining accurate records	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
<u>Enter Notes</u>				
Participating in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<u>Enter Notes</u>				
Communicating with families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
<u>Enter Notes</u>				
Engaging in professional development	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<u>Enter Notes</u>				
Receptivity to Feedback	Resists feedback from colleagues and/or evaluators.	Accepts, with reluctance, feedback from colleagues and/or evaluators	Welcomes feedback from colleagues and/or evaluators or when opportunities arise through professional collaboration.	Welcomes feedback from colleagues and/or evaluators and seeks out opportunities to gain feedback through professional collaboration.
<u>Enter Notes</u>				
Integrity and Ethical Conduct	Rarely displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	With few exceptions, displays standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public	Takes on an active leadership role among colleagues, both employing and encouraging others to use high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public
<u>Enter Notes</u>				
Compliance with School and District Policies	Rarely complies with school and District policies.	Sometimes complies with school and district policies.	Consistently complies with district policies.	While consistently complying with school and district policy,

				takes an advocacy role in helping others to comply or advocate for policy revision or change.
	<u>Enter Notes</u>			
Maintaining contact with physicians and community mental health service providers.	Counselor declines to maintain contact with physicians and community mental health service providers.	Counselor maintains occasional contact with physicians and community mental health service providers.	Counselor maintains ongoing contact with physicians and community mental health service providers.	Counselor maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed
	<u>Enter Notes</u>			
Establishing rapport with students, parents and staff.	Counselor's interactions with students, parents or staff are negative or inappropriate; students appear uncomfortable in the testing center.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at developing rapport with students, parents or staff are partially successful.	Counselor's interactions with students, parents and staff are positive and respectful; students appear comfortable in the guidance environment.	Students, parents and staff seek out the counselor, reflecting a high degree of comfort and trust in the relationship.
	<u>Enter Notes</u>			
Persistence	When working with students, gives up or blames the student or the student's home / family environment. Limited evaluation / assessment / therapeutic strategies to draw upon to assist.	Accepts responsibility for the success of the student, but has limited repertoire of evaluation / assessment / therapeutic strategies to draw upon to assist.	Persists in seeking evaluation / assessment / therapeutic strategies to draw upon to assist, drawing upon a broad repertoire to support the student.	Persists in seeking effective evaluation / assessment / therapeutic strategies to draw upon to assist. Actively solicits additional strategies from others in the field or colleagues to expand repertoire of available strategies.
	<u>Enter Notes</u>			
Technology	Little to no evidence of the use of technology to support the evaluation / assessment / implementation of therapeutic services, or data recording / presentation.	Sporadic evidence of the use of technology to support the evaluation / assessment / implementation of therapeutic services, or data recording / presentation.	Consistent evidence of the use of technology to support the evaluation / assessment / implementation of therapeutic services, or data recording / presentation.	Consistent evidence of the effective use of technology to support the evaluation / assessment / implementation of therapeutic services, or data recording / presentation. Actively seeks to locate and implement novel uses of technology to improve efforts.
	<u>Enter Notes</u>			
Rubric Score: 0/0				

Comments:



OT Annual Observation Rubric - Domain 4

This process seeks to improve the teaching/learning process, identify strengths and areas for improvement, and encourage personal and professional growth.

Therapeutic Services Domain 4

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Planning interventions to maximize students' likelihood of success	Specialist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessment.	Specialist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<u>Enter Notes</u>				
Maintaining accurate records	Specialist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Specialist's records are accurate and legible and are stored in a secure location.	Specialist's records are accurate and legible, well organized, and stored in a secure location.	Specialist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
<u>Enter Notes</u>				
Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and Specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and Specialist participates in school and district events and projects when specifically requested.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<u>Enter Notes</u>				
Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
<u>Enter Notes</u>				
Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<u>Enter Notes</u>				
Receptivity to Feedback	Resists feedback from colleagues and/or evaluators.	Accepts, with reluctance, feedback from colleagues and/or evaluators	Welcomes feedback from colleagues and/or evaluators or when opportunities arise through professional collaboration.	Welcomes feedback from colleagues and/or evaluators and seeks out opportunities to gain feedback through professional collaboration.
<u>Enter Notes</u>				
Integrity and Ethical Conduct	Rarely displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	With few exceptions, displays standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public	Takes on an active leadership role among colleagues, both employing and encouraging others to use high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public
<u>Enter Notes</u>				
Compliance with School and District Policies	Rarely complies with school and District policies.	Sometimes complies with school and district policies.	Consistently complies with district policies.	While consistently complying with school and district policy, takes an advocacy role in helping others to comply or advocate for policy revision or change.
<u>Enter Notes</u>				
Maintaining contact with physicians and community of therapeutic service providers.	Specialist declines to maintain contact with physicians and community mental health service providers.	Specialist maintains occasional contact with physicians and community mental health service providers.	Specialist maintains ongoing contact with physicians and community mental health service providers.	Specialist maintains ongoing contact with physicians and community mental health service providers and initiates

				contacts when needed
	<u>Enter Notes</u>			
Establishing rapport with students, parents and staff.	Specialist's interactions with students, parents or staff are negative or inappropriate; students appear uncomfortable in the testing center.	Specialist's interactions are a mix of positive and negative; the Specialist's efforts at developing rapport with students, parents or staff are partially successful.	Specialist's interactions with students, parents and staff are positive and respectful; students appear comfortable in the testing center.	Students, parents and staff seek out the Specialist, reflecting a high degree of comfort and trust in the relationship.
	<u>Enter Notes</u>			
Persistence	When working with students, gives up or blames the student or the student's home / family environment. Limited evaluation / assessment / therapeutic strategies to draw upon to assist.	Accepts responsibility for the success of the student, but has limited repertoire of evaluation / assessment / therapeutic strategies to draw upon to assist.	Persists in seeking evaluation / assessment / therapeutic strategies to draw upon to assist, drawing upon a broad repertoire to support the student	Persists in seeking effective evaluation / assessment / therapeutic strategies to draw upon to assist. Actively solicits additional strategies from others in the field or colleagues to expand repertoire of available strategies
	<u>Enter Notes</u>			
Technology	Little to no evidence of the use of technology to support the evaluation / assessment / implementation of therapeutic services, or data recording / presentation.	Sporadic evidence of the use of technology to support the evaluation / assessment / implementation of therapeutic services, or data recording / presentation.	Consistent evidence of the use of technology to support the evaluation / assessment / implementation of therapeutic services, or data recording / presentation.	Consistent evidence of the effective use of technology to support the evaluation / assessment / implementation of therapeutic services, or data recording / presentation. Actively seeks to locate and implement novel uses of technology to improve efforts.
	<u>Enter Notes</u>			
Rubric Score: 0/0				

Comments:



School Psychologist Annual Observation Rubric - Domain 4

This process seeks to improve the teaching/learning process, identify strengths and areas for improvement, and encourage personal and professional growth.

School Psychologist Domain 4

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Planning interventions to maximize students' likelihood of success	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessment.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
Enter Notes				
Maintaining accurate records	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
Enter Notes				
Participating in a professional community	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
Enter Notes				
Communicating with families	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
Enter Notes				
Engaging in professional development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Enter Notes				
Receptivity to Feedback	Resists feedback from colleagues and/or evaluators.	Accepts, with reluctance, feedback from colleagues and/or evaluators	Welcomes feedback from colleagues and/or evaluators or when opportunities arise through professional collaboration.	Welcomes feedback from colleagues and/or evaluators and seeks out opportunities to gain feedback through professional collaboration.
Enter Notes				
Integrity and Ethical Conduct	Rarely displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	With few exceptions, displays standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public	Takes on an active leadership role among colleagues, both employing and encouraging others to use high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public
Enter Notes				
Compliance with School and District Policies	Rarely complies with school and District policies.	Sometimes complies with school and district policies.	Consistently complies with district policies.	While consistently complying with school and district policy, takes an advocacy role in helping others to comply or advocate for policy revision or change.
Enter Notes				
Maintaining contact with physicians and community mental health service	Psychologist declines to maintain contact with physicians and community mental health	Psychologist maintains occasional contact with physicians and community	Psychologist maintains ongoing contact with physicians and community mental health	Psychologist maintains ongoing contact with physicians and community mental health

providers.	service providers.	mental health service providers.	service providers.	service providers and initiates contacts when needed
<u>Enter Notes</u>				
Establishing rapport with students, parents and staff.	Psychologist's interactions with students, parents or staff are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport with students, parents or staff are partially successful.	Psychologist's interactions with students, parents and staff are positive and respectful; students appear comfortable in the testing center.	Students, parents and staff seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
<u>Enter Notes</u>				
Persistence	When working with students, gives up or blames the student or the student's home / family environment. Limited evaluation / assessment / therapeutic strategies to draw upon to assist.	Accepts responsibility for the success of the student, but has limited repertoire of evaluation / assessment / therapeutic strategies to draw upon to assist.	Persists in seeking evaluation / assessment / therapeutic strategies to draw upon to assist, drawing upon a broad repertoire to support the student.	Persists in seeking effective evaluation / assessment / therapeutic strategies to draw upon to assist. Actively solicits additional strategies from others in the field or colleagues to expand repertoire of available strategies.
<u>Enter Notes</u>				
Technology	Little to no evidence of the use of technology to support the evaluation / assessment / implementation of therapeutic services, or data recording / presentation.	Sporadic evidence of the use of technology to support the evaluation / assessment / implementation of therapeutic services, or data recording / presentation.	Consistent evidence of the use of technology to support the evaluation / assessment / implementation of therapeutic services, or data recording / presentation.	Consistent evidence of the effective use of technology to support the evaluation / assessment / implementation of therapeutic services, or data recording / presentation. Actively seeks to locate and implement novel uses of technology to improve efforts.
<u>Enter Notes</u>				
Rubric Score: 0/0				

Comments:



Speech Services Annual Observation Rubric - Domain 4

This process seeks to improve the teaching/learning process, identify strengths and areas for improvement, and encourage personal and professional growth.

Therapeutic Services Domain 4

Criteria	Ineffective	Basic/Needs Improvement	Effective	Exemplary
Planning interventions to maximize students' likelihood of success	Specialist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessment.	Specialist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<u>Enter Notes</u>				
Maintaining accurate records	Specialist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Specialist's records are accurate and legible and are stored in a secure location.	Specialist's records are accurate and legible, well organized, and stored in a secure location.	Specialist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
<u>Enter Notes</u>				
Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and Specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and Specialist participates in school and district events and projects when specifically requested.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<u>Enter Notes</u>				
Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
<u>Enter Notes</u>				
Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<u>Enter Notes</u>				
Receptivity to Feedback	Resists feedback from colleagues and/or evaluators.	Accepts, with reluctance, feedback from colleagues and/or evaluators	Welcomes feedback from colleagues and/or evaluators or when opportunities arise through professional collaboration.	Welcomes feedback from colleagues and/or evaluators and seeks out opportunities to gain feedback through professional collaboration.
<u>Enter Notes</u>				
Integrity and Ethical Conduct	Rarely displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	With few exceptions, displays standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public	Takes on an active leadership role among colleagues, both employing and encouraging others to use high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public
<u>Enter Notes</u>				
Compliance with School and District Policies	Rarely complies with school and District policies.	Sometimes complies with school and district policies.	Consistently complies with district policies.	While consistently complying with school and district policy, takes an advocacy role in helping others to comply or advocate for policy revision or change.
<u>Enter Notes</u>				
Maintaining contact with physicians and community of therapeutic service providers.	Specialist declines to maintain contact with physicians and community mental health service providers.	Specialist maintains occasional contact with physicians and community mental health service providers.	Specialist maintains ongoing contact with physicians and community mental health service providers.	Specialist maintains ongoing contact with physicians and community mental health service providers and initiates

				contacts when needed
	<u>Enter Notes</u>			
Establishing rapport with students, parents and staff.	Specialist's interactions with students, parents or staff are negative or inappropriate; students appear uncomfortable in the testing center.	Specialist's interactions are a mix of positive and negative; the Specialist's efforts at developing rapport with students, parents or staff are partially successful.	Specialist's interactions with students, parents and staff are positive and respectful; students appear comfortable in the testing center.	Students, parents and staff seek out the Specialist, reflecting a high degree of comfort and trust in the relationship.
	<u>Enter Notes</u>			
Persistence	When working with students, gives up or blames the student or the student's home / family environment. Limited evaluation / assessment / therapeutic strategies to draw upon to assist.	Accepts responsibility for the success of the student, but has limited repertoire of evaluation / assessment / therapeutic strategies to draw upon to assist.	Persists in seeking evaluation / assessment / therapeutic strategies to draw upon to assist, drawing upon a broad repertoire to support the student	Persists in seeking effective evaluation / assessment / therapeutic strategies to draw upon to assist. Actively solicits additional strategies from others in the field or colleagues to expand repertoire of available strategies
	<u>Enter Notes</u>			
Technology	Little to no evidence of the use of technology to support the evaluation / assessment / implementation of therapeutic services, or data recording / presentation.	Sporadic evidence of the use of technology to support the evaluation / assessment / implementation of therapeutic services, or data recording / presentation.	Consistent evidence of the use of technology to support the evaluation / assessment / implementation of therapeutic services, or data recording / presentation.	Consistent evidence of the effective use of technology to support the evaluation / assessment / implementation of therapeutic services, or data recording / presentation. Actively seeks to locate and implement novel uses of technology to improve efforts.
	<u>Enter Notes</u>			
Rubric Score: 0/0				

Comments:

Appendix 8 – Supervisor’s Recommendation Report

KRSD Recommendation Report

Teacher:

Building:

Position:

Certification(s):

Recertification Date:

Contract Status: Non-continuing/Continuing (Circle one)

Recommendation to Superintendent:

____ Recommend renewal (Exemplary Level)

____ Recommend renewal (Effective Level)

____ Recommend renewal (Basic/Needs Improvement Level)

- o Continuing contract teachers – by the third Tuesday in March*
- o Non-continuing Contract Teachers – no later than April 15*

____ Recommend renewal: (Ineffective)

- Withhold pay increase and enact/continue Formal Assistance Plan
 - o Continuing contract teachers – by the third Tuesday in March*
 - o Non-continuing Contract Teacher – will not be offered a contract at this level*

____ Recommend non-renewal

- *Continuing Contract Teachers – by the third Tuesday in March*
- *Non-continuing Contract Teachers – no later than April 15*

Principal’s Signature

Date

Administrative Comments Relative to Professional Practice (Optional):

I agree disagree (circle one) with this review.

Teacher signature

Date

Teacher Comments (Optional):

Appendix 9 – Formal Assistance Plan Documentation

KRSD Formal Assistance Process

This level of supervision is designed to provide formal support to staff members on the Continuing Cycle who have demonstrated weaknesses in meeting the District Expectations for Effective Teaching.

The following are the District Expectations:

- Plan, prepare, and delivery quality instruction using the District's Expectations for Effective Teaching in each course and curriculum area taught.

Domains of Effective Instruction (summary):

1. Planning and Preparation – demonstrated by knowledge of learners and content
2. Classroom Environment – characterized by positive student/teacher and student/student interactions with high expectations and clear standards for all
3. Instruction – engaged students, effective student grouping, and innovative and effective pedagogy
4. Professional Responsibility – illustrated by a reflective professional who actively seeks to grow in their knowledge of instruction and content. Teachers who attend to record keeping and effectively communicate with all the stakeholders
5. Student Growth/Data – standardized, shared common, and other data demonstrates a focus on student growth in content and skills

The Five Phases of Formal Assistance Plans:

A. Phase One: **Determination of the Need for Formal Assistance**

The administrator will determine the need for Formal Assistance when, at any point during the year prior to June 1, a teacher's performance demonstrates the need for intervention and assistance. The administrator will do so after communicating examples or illustrations of deficiencies via the KRSD Written Notification of Performance Deficiencies, expected corrections and time period in which to make the corrections. The administrator will explain the need for Formal Assistance and the process to the staff member.

B. Phase Two: **Establishment of the Formal Assistance Team**

The administrator will establish a Formal Assistance Team within ten (10) school days of the teacher being notified. The team will consist of the staff member, his/her administrator, another administrator (excluding superintendent and assistant superintendent) of the administrator's choice, and one KRSD certified teacher selected by the staff member. An additional certified KRSD employee may be added at the request of the staff member.

C. Phase Three: **Establishment of the Formal Assistance Plan**

The team will develop a Formal Assistance Plan within ten (10) school days of the establishment of the team. If said team is unable to reach consensus, the superintendent or assistant superintendent will arbitrate and his/her decision will be final. The plan consists of two components.

Formal Assistance Action Plan	A process will be established to meet each objective, define means of evaluation, and establish reasonable due dates. The teacher will bring evidence back to the team for validation of completion of the Action Plan using the “Formal Assistance Plan Teacher Reflection” form
Formal Assistance Summary	The administrator will complete a summary of performance based on the Formal Assistance Plan

D. Phase Four: **Formal Review**

The Formal Assistance Action Plan developed by the team will be used to complete the Formal Assistance Summary form by the dates established. The administrator will use the Formal Assistance Summary form to complete the teacher’s Recommendation Report and present the report to the team for review. Any teacher who disagrees with the summary may submit a written response to be attached to the file copy.

E. Phase Five: **Recommendation**

The administrator will use the “Formal Assistance Summary” to make one of the following recommendations by the dates established:

- The Formal Assistance Process has been successfully concluded.
- Recommend continuance of the Formal Assistance Plan. In some cases, a Formal Assistance process may span more than one school year

KRSD Formal Assistance Plan Notification Form Template

I am recommending _____
name for a Formal Assistance Plan.

The following are the District Expectations:

- Plan, prepare, and delivery quality instruction using the District's Expectations for Effective Teaching in each course and curriculum area taught.

Domains of Effective Instruction (summary):

1. Planning and Preparation – demonstrated by knowledge of learners and content
2. Classroom Environment – characterized by positive student/teacher and student/student interactions with high expectations and clear standards for all
3. Instruction – engaged students, effective student grouping, and innovative and effective pedagogy
4. Professional Responsibility – illustrated by a reflective professional who actively seeks to grow in their knowledge of instruction and content. Teachers who attend to record keeping and effectively communicate with all the stakeholders
5. Student Growth/Data – standardized, shared common, and other data demonstrates a focus on student growth in content and skills

The reasons for this plan are outlined below:

We will meet on _____
date/time to develop and review the KRSD Formal Assistance Action Plan as outlined in the KRSD Supervision/Evaluation Model.

Administrator

Date

Principal

Date

Staff Member

Date

KRSD Formal Assistance Action Plan Form Template

FAP Team Norms and Expectations will be established by the team in these areas (form provided):

- Time – Beginning and ending times
- Communication – Minutes for every meeting will be recorded by an administrator and agreed upon at the conclusion of each meeting – KRSD FAP – Meeting Minutes Template
- Listening – How will this group encourage listening?
- Confidentiality – What can be said after the meeting?
- Decision Making – Who facilitates? How will decisions be made? How will we deal with conflicts when making decisions?
- Active Participation – How will we encourage everyone's participation?
- Attendance – Attendance of all team members is required.

Staff Member/Teacher:

Building:

A. District Expectation of Effective Teaching – Target Domain(s):

B. Evidence of Deficiencies:

C. Expectations for Improvement:

D. Support or Resources Needed:

Strategies/Action Plan

Timeline

Formal Assistance Team Signatures

Staff Member/Teacher Date

KRSD Staff Member/Teacher Date

Administrator Date

Other KRSD Staff Date

Second Administrator Date

KRSD – FAP Team Norms Guidelines Template

- Time – Beginning and ending times
- Communication – Minutes for every meeting will be recorded by an administrator and agreed upon at the conclusion of each meeting – KRSD FAP – Meeting Minutes Template
- Listening – How will this group encourage listening?
- Confidentiality – What can be said after the meeting?
- Decision Making – Who facilitates? How will decisions be made? How will we deal with conflicts when making decisions?
- Active Participation – How will we encourage everyone's participation?
- Attendance – Attendance of all team members is required

Category	Norm(s)
Time	<ul style="list-style-type: none">• All meetings will begin and end on time
Communication	<ul style="list-style-type: none">• Minutes for every meeting will be recorded by an administrator and agreed upon at the conclusion of each meeting – <u>KRSD FAP – Meeting Minutes Template</u>
Listening	
Confidentiality	
Decision Making	
Active Participation	
Attendance	<ul style="list-style-type: none">• Attendance of all team members is required

KRSD FAP – Meeting Minutes Template

Topic	Discussion Points	Decisions

Next Meeting Date:

Formal Assistance Plan Teacher Reflection:

Staff Member/Teacher:

Building:

Position:

Date:

Reflection on Performance Based on Formal Assistance

October 11, 2018

Formal Assistance Team Signatures

Staff Member/Teacher Date

Administrator Date

Second Administrator Date

KRSD Staff Member/Teacher Date

Other KRSD Staff Date

KRSD Formal Assistance Summary Template

Staff Member/Teacher:

Building:

Position:

Date:

Summary of Performance Based on Formal Assistance Plan:

Formal Assistance Team Signatures

Staff Member/Teacher

Date

KRSD Staff Member/Teacher

Date

Administrator

Date

Other KRSD Staff

Date

Second Administrator

Date

October 11, 2018

Appendix 10 – KRSD Written Notification of Performance Deficiencies Template

The following are the District Expectations:

- Plan, prepare, and delivery quality instruction using the District's Expectations for Effective Teaching in each course and curriculum area taught.

Domains of Effective Instruction (summary):

- o Planning and Preparation – demonstrated by knowledge of learners and content
- o Classroom Environment – characterized by positive student/teacher and student/student interactions with high expectations and clear standards for all
- o Instruction – engaged students, effective student grouping, and innovative and effective pedagogy
- o Professional Responsibility – illustrated by a reflective professional who actively seeks to grow in their knowledge of instruction and content. Teachers who attend to record keeping and effectively communicate with all the stakeholders
- o Student Growth – standardized, shared common, and other data demonstrates a focus on student growth in content and skills

Documented conversations of deficiencies prior to Written Notification of Deficiencies (dates and artifacts):

Examples/Illustrations of deficiencies are outlined below:

Expected corrections and time frame are outlined below:

_____	_____	_____	_____
Teacher's Signature	Date	Supervisor's Signature	Date

Teacher has met expectations set forth in Notifications

___ Yes ___ No (Teacher will be placed on Formal Assistance Plan – notification to follow)

_____	_____	_____	_____
Teacher's Signature	Date	Supervisor's Signature	Date

Appendix 11 – KRSD Student Surveys

Student feedback is an important component of professional growth. Teachers will survey students at least once a year to gain feedback that will support, district, school, and personal goals. The data obtained from student surveys is for teachers' personal use. The results are NOT intended to be shared unless the teacher chooses to include the information as part of a reflective analysis. Please remember, student participation in the survey process should be voluntary and confidential. Therefore, students should not include their names on the survey.

Teachers may develop alternative surveys for collecting student feedback (specific to their subject matter and/or grade level). These additional surveys can be used to augment the surveys in this plan or to replace them outright. In either case, the Professional Development Committee (PDC) must approve alternative surveys. The purpose of the surveys is to collect useful feedback to reflect on your teaching (instructional methodologies, assessments, and relationships). It is important that we hear from our most important audience...our students.

NOTE: It may be helpful to read all the directions and questions to your students. A practice question is included as question #1 with each survey, except for kindergarten. Explain to students how to mark the answers using the rating scale. Remind students that there are no right or wrong answers. The survey asks for their opinion, and student opinions will vary. Encourage students to be forthright, honest, and to think about all the activities that have occurred during the school year. Third grade teachers may opt to use the survey designed for grades 1 & 2.

Professional staff is encouraged to develop their own feedback surveys from time to time for specific units, standards, competencies, and curriculum areas.

KRSD Kindergarten Student Survey


In the space below, draw a picture of something important that you learned in your kindergarten classroom this year. Use words to tell about your picture.

KRSD Student Survey--Grades 1 and 2

School: _____ Date: _____

Teacher: _____ Grade: _____

DIRECTIONS: Answer each question by filling in the face that best describes this class or teacher.

Fill in the  Circle if the statement describes your class or teacher **ALMOST ALL** of the time.

Fill in the  Circle if the statement describes your class or teacher **SOMETIMES**.

Fill in the  Circle if the statement does **NOT** describe your class or teacher at all.

PRACTICE QUESTION: I like the color red.



1. My teacher cares about how much I learn.



2. In this class, other students like to help me learn.



3. Other students care about my feelings.



4. In this class, we work together.



5. In this class, I write in math, science, and social studies.



6. I am a good student.
























7. In this class, I am treated fairly.



8. I do better when I work alone.



PLEASE TURN THIS PAGE OVER FOR MORE IMPORTANT QUESTIONS.

9. I like to produce quality work.   
10. This class is interesting.   
11. In this class, it is important to complete work on time.   
12. My teacher lets us know why we learn what we learn in this class.   
13. My teacher is respectful toward students.   
14. In this class, I have fun learning. \   
15. In this class, I use technology.   

Please answer the following two questions in writing. Be specific and give details or examples.

A. What is the most important thing that you learned in class this year?

B. What advice would you give to next year's students about this class?

KRSD Student Survey--Grades 3 -12

School: _____ Date: _____

Teacher: _____ Grade: _____

DIRECTIONS: *The statements below are designed to find out more about your class and teacher. This is not a test. REMEMBER that completing this form is voluntary, so please do NOT write your name on this paper. Answer each question by circling the number that best describes this class or teacher. Then turn the page over and respond in writing to the last two questions.*

5 = Almost Always

4 = Usually

3 = Sometimes

2 = Seldom (Not Often)

1 = Never

N/A = Not Applicable

	<i>almost always</i>				<i>never</i>	
	5	4	3	2	1	N/A
<i>PRACTICE QUESTION:</i> I like ice cream.						
My teacher cares about how much I learn.	5	4	3	2	1	N/A
In this class, other students like to help me learn.	5	4	3	2	1	N/A
Other students care about my feelings.	5	4	3	2	1	N/A
In this class, we work together.	5	4	3	2	1	N/A
In this class, reading and writing are incorporated.	5	4	3	2	1	N/A
I am a good student.	5	4	3	2	1	N/A
In this class, I am treated fairly.	5	4	3	2	1	N/A
I do better when I work alone.	5	4	3	2	1	N/A
I like to produce quality work.	5	4	3	2	1	N/A
This class is interesting.	5	4	3	2	1	N/A
In this class, it is important to complete work on time.	5	4	3	2	1	N/A

PLEASE TURN THIS PAGE OVER FOR MORE IMPORTANT QUESTIONS.

My teacher lets us know why we learn what we learn in this class.	5	4	3	2	1	N/A
My teacher is respectful toward students.	5	4	3	2	1	N/A
My teacher motivates us to learn.	5	4	3	2	1	N/A
In this class, I use technology.	5	4	3	2	1	N/A

DIRECTIONS: Please answer the following two questions in writing. Be specific and give details or examples.

A. What is the most important thing that you learned in class this year?

B. What advice would you give to next year's students about this class?