



Annual Professional Performance Review Plan

2009 – 2012

Superintendent: Dr. Richard N. Johns

Beds Code:	42-15-01-06-0000
Address:	LCSD 195 Blackberry Road, Liverpool, New York 13090
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Approved by the Board of Education on _____.

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Introduction

The New York State Education Department requires in Part 100.2 of the general requirements of Part 100 Regulations that each school district should develop an Annual Professional Performance Review (APPR) plan. The Liverpool Central School District (LCSD) and United Liverpool Faculty Association (ULFA) recognize the need to foster excellent professional practices for non-tenured teachers and to create a process for meaningful evaluation of tenured teachers' performance, professional development and contributions to the school community. The purpose of the APPR Plan is to assist teachers in developing as professionals. Instructional staff members will pursue professional growth through goal-setting, reflection, evaluation and supervision, as well as professional development offered through induction and mentoring programs and scheduled inservice opportunities.

A committee comprised of teachers and administrators collaborated for the last three school years to develop an Annual Professional Performance Review (APPR) plan for Liverpool Central School District. ULFA and district administration explored the elements of an effective APPR plan and the accompanying research to develop each component. The district's APPR plan includes the following components:

1. Evaluation and Supervision schedule and process
2. Professional Assistance and Professional Improvement Supervision
3. Mentoring program
4. Induction program
5. Professional development

Accompanying paperwork and process descriptions are included in the APPR Appendix.

The APPR 2009-2012 will be implemented during school year 2010-2011. Administrators and teachers will be provided with information and presentations before implementation. The APPR plan will be included in the contractual agreement between the Liverpool Central School District and the United Liverpool Faculty Association. LCSD will provide annual staff development for teachers and for administrators with responsibility for the Teacher Performance Review. Staff development will include a review of the content and use of evaluation rubrics, reporting forms and the process and procedures to be followed, consistent with the approved APPR plan.

APPR Committee Members, 2007-2009

Co-chairpersons:

Maureen A. Patterson, Assistant Superintendent for School Improvement
Sara Daggett, ULFA President

Administrators:

Judy Campolietta
Steven Garraffo
Lizbeth Herrick
Ellen Kuno
Peter Martuscello
Martha O'Leary
David Parisian
Robert Sheitz

Teachers:

Jen Caples
James Heinz
Michael Kester
Donna Massa
Pattie Miller
Ross Vaughn

APPR Plan Components

Evaluation and Supervision

The Evaluation and Supervision program in Liverpool Central School District involves a series of agreed upon elements between the teachers' association and the school district. The process includes a timeline for supervision of nontenured and tenured instructional and support staff, an articulated process that includes a pre-observation conference, observation, post-observation conference, and a summative supervisory report. The intention of the evaluation and supervision plan is to develop, motivate, and maintain an instructional staff characterized by excellence, effectiveness, and innovation. Through collaboration among administrators and staff, the evaluation and supervision process forges a commitment among professional educators to perform to their potential, and to set the expectations for students to do the same. A quality APPR plan lends itself to accountability, attained through commitment of staff to instructional expertise and student performance.

The Liverpool Central School District prepared an APPR plan that responds to the professional expectations for nontenured and tenured teachers, and those in need of instructional support and assistance. The plan also prescribes a strategy for teachers in need of improvement. The typical evaluation and supervision process includes the following:

1. Pre-observation conference including submission of lesson plan
2. Observation – Exhibit E
3. Post-observation conference
4. Supervisory (completed by administrator) – Exhibit F
5. Teacher reflective rubric (completed by teacher)
6. Professional Assistance Supervision
7. Professional Improvement Supervision

For all teachers, a reference to the number of years in the cycle refers to the number of years in LCSD, not to the years noted in the salary cycle.

For non-tenured teachers, an annual discussion about tenure status will occur in a separate meeting from the rubric discussion.

For all teachers, as the need arises, a discussion about a needed improvement will occur, and subsequently a Teacher Improvement Plan (TIP) will be written, monitored, and the concerns revisited. Areas of concern could be further addressed in the Teacher Improvement Plan (TIP). This will involve setting goals where improvement is needed, and will offer support and assistance in areas so noted. The necessity to develop a TIP evolves with the approval of the Executive Director for Elementary or Secondary, and the Director of Human Resource.

In order to maintain the integrity of the APPR (Annual Professional Performance Review) and teacher evaluation process, it is critical that documentation be validated in any instance where the documents might be perceived as detrimental or harmful to either party. The supervisor and the employee will sign the document before it is placed in the district personnel file. Signature of the document does not indicate agreement with the content, concept or implications. The signature simply acknowledges the inclusion of the document as a part of the professional folder in the District Office.

Professional Development Certification Requirement

Holders of Professional certificates are required to maintain their certificates through continuing professional development. Specifically, the Professional certificate holder must complete 175 hours of professional development within a 5-year professional development period, to render the certificate valid, if employed by a public school district or BOCES throughout the entire professional development period. The district has the responsibility to report the completion of the professional development hours.

New Teacher Induction Mentor and Programs

The Elementary and Secondary New Teacher Induction Programs and the District Mentor Program play important roles in recruiting and retaining highly qualified teachers. They also provide opportunities for veteran teachers to grow and share professionally. Teachers new to the district receive assistance, support and training while mentor teachers, helping teachers and teacher trainers benefit from the professional collaboration and collegiality that are the basis for all program interactions.

New Teacher Induction Programs

The Elementary and Secondary New Teacher Induction Programs provide extensive classroom preparation for teachers new to the Liverpool Central School District. During the elementary and secondary induction programs, new teachers attend comprehensive sessions about curriculum, instruction, and assessment. The induction programs are a weeklong session of training, mentoring, and dialog among administrators and educators in the learning community.

Mentor Program

The Mentor Program is designed to meet the professional needs of teachers as they make the transition into their new teaching positions in the district. Experienced, tenured teachers are selected to act as mentors for one year as part of their supervision plan. Building principals match mentors to new teachers based on grade level, content area or team assignment. Approved teachers serve as mentors for one school year.

Mentors and new teachers meet during the summer and attend a two-day seminar where they learn to develop a mentoring relationship based on trust, encouragement and communication. During this time, mentors assist new teachers with building orientations, classroom procedures, district policies, instructional strategies, curriculum resources and technology applications.

An after school session is offered in January to mentors and new teachers as an opportunity to evaluate the first half of the year and plan for the second semester. Building principals maintain the program throughout the year by meeting with mentors and new teachers individually or in groups to discuss topics ranging from parent conferences to report cards.

Professional Development Options

Staff Development Plan (Exhibit H): Fall/Winter Workshops for Supervision

The Liverpool School District provides a wide variety of after school professional development opportunities throughout the school year. The opportunities are grouped into two categories.

Workshops for supervision are typically offered after Columbus Day weekend and through the start of the February recess. The School Improvement Department works with administrators and teacher groups to identify topics and schedules approximately 20 titles. Topics vary from year to year and are chosen to support district, grade level and department goals and initiatives.

These workshops are offered in three two-hour sessions. Tenured teachers who are not included in the observation cycle as outlined in the contract, and with approval from their principal, may opt to choose a workshop for supervision in lieu of being observed in the classroom. Non-tenured teachers and teaching assistants may also attend these workshops. This is an opportunity for mentors and new teachers to attend and learn together.

Additional workshops are offered during the second semester from January to May. There is no time limit with these workshops; they vary in length from one hour to ten hours. Topics vary widely but generally fall into categories that deal with instructional strategies, instructional technology applications, classroom management techniques, curriculum-related lesson development and content specific enrichment.

Self-Directed Professional Development Plans

Tenured teachers who are not included in the observation cycle as outlined in the contract may choose to develop a plan for individual professional growth in lieu of being observed. The plan may focus on improved instruction, mentoring, planning, classroom management, or curriculum/ course development in direct support of personal, grade level, department, school or district goals. Teachers may work independently or in collaboration with others to achieve the goals of the plan once approved by the principal or supervisor.

Professional Development Grants

The purpose of the Professional Development Grant program is to assist tenured teachers to pursue professional development opportunities during the summer recess. Teachers may attend workshops or seminars, take courses or travel to destinations related to their certified fields of work. Teachers must complete grant applications and follow published guidelines to participate. The Professional Development Grant Committee awards grants in amounts not to exceed \$2,500 per teacher.

Professional Conference Attendance

Teachers, with prior approval of their principal or supervisor, may attend workshops, seminars, conferences, or other professional development sessions. The district will pay the registration fees and substitute costs to a maximum of \$350 per year.

Appendix

1. Resources
 - a. Annual Professional Performance Review, Part 100.2, <http://www.NYSED.org>
 - b. Domains, Charlotte Danielson, <http://charlottedanielson.com/links.htm>
2. Paperwork for APPR Plan Components
 - a. APPR Cycle
 - b. Lesson Plan
 - c. Pre-observation Conference Guide for Formal Observations
 - d. Post-observation Conference Form
 - e. Exhibit E – Evaluation and Supervision, Teacher Observation Form
 - f. Exhibit F – Supervisory Report
 - g. Exhibit G – Self-Directed Professional Plan
 - h. Exhibit H – Staff Development Plan/Workshops for Supervision
 - i. Exhibit I – Mentor Program Form
 - j. Teacher Reflective Rubric – Criteria for Effective Teaching
3. Induction Program Paperwork
4. Mentor Program Paperwork
5. Professional Development Grant Paperwork

1. For school years commencing prior to July 1, 2000, each school district and board of cooperative educational services (BOCES) shall be subject to the requirements of this paragraph. For school years commencing on or after July 1, 2000, each school district and BOCES shall be subject to the requirements of paragraph (2) of this subdivision.
 - A. The governing body of each school district and board of cooperative educational services shall ensure that the performance of all professional personnel, except evening school teachers of nonacademic, vocational subjects, will be reviewed annually.
 - B. Each superintendent, in consultation with teachers, administrators and other school service professionals, selected by the superintendent with the advice of their respective peers, shall develop formal procedures for the review of the performance of all such personnel in the district. Such procedures shall be approved by the governing body of the district, filed in the district office, and available for review by any individual no later than August 1st of each year. Formal procedures for the review of the performance of all such personnel shall include:
 - a. criteria by which all such personnel shall be reviewed, and a description of the review procedures;
 - b. a description of review activities, including:
 - the minimum number of observations;
 - the frequency of observations; and
 - provisions for a follow-up meeting for the reviewer to commend strengths of performance and discuss the need for improvement, if necessary, with the staff person being reviewed;
 - c. methods used to record review results; and
 - d. procedures used to:
 - ensure that all such personnel are acquainted with the performance review procedures; and
 - ensure that each individual who is reviewed in accordance with the provisions of this subdivision has the opportunity to provide written comment on his or her performance review.
 - e. The board of education shall annually review the performance of the superintendent of schools according to procedures developed by such board in consultation with the superintendent. Such procedures shall be filed in the district office, and available for review by any individual no later than August 1st of each year.
2. For school years commencing on or after July 1, 2000, each school district and BOCES shall be subject to the requirements of this paragraph.
 - A. For purposes of this paragraph, the governing body of each school district shall mean the board of education of each school district, and in the case of the City School District of the City of New York it shall mean the Board of Education of the City School District of the City of New York.
 - B. Annual review. The governing body of each school district and BOCES shall ensure that the performance of all teachers providing instructional services or pupil personnel services, as defined in section 80.1(w) of this Title, is reviewed annually, except evening school teachers of adults enrolled in nonacademic, vocational subjects; and supplementary school personnel, as defined in section 80.33 of this Title.
 - C. Professional performance review plan.
 - a. Development and adoption of the plan.
 - By September 1, 2000, the governing body of each school district and BOCES shall adopt a plan, which may be an annual or multi-year plan, for the annual professional performance review of its teachers providing instructional services or pupil personnel services, as defined in section 80.1(w) of this Title, that meets the content requirements prescribed in clause (b) of this subparagraph.
 - Each superintendent and in the case of the City School District of the City of New York, the chancellor, in collaboration with teachers, pupil personnel professionals, administrators and parents selected by the superintendent or in the case of the City School District of New York, the chancellor, with the advice of their respective peers, shall develop the professional performance review plan, which shall be approved by the governing body of each school district or BOCES, filed in the district or BOCES office, as applicable, and available for review by any individual no later than September 10th of each year. The governing body of each school district and BOCES shall provide organizations representing parents and the recognized representative of the teachers' bargaining unit with an opportunity to comment on such plan prior to its adoption.
 - b. Content of the plan.
 - Criteria for evaluation of teachers providing instructional services. The professional performance review plan shall describe the criteria that the school district or BOCES shall use to evaluate its teachers providing instructional services, which shall include but not be limited to an evaluation of the following:
 1. content knowledge, the teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum;

2. preparation, the teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction;□
 3. instructional delivery, the teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning;□
 4. classroom management, the teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning;□
 5. student development, the teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students;□
 6. student assessment, the teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.); and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction;□
 7. collaboration, the teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and □
 8. reflective and responsive practice, the teacher shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.□
- Criteria for the evaluation of teachers providing pupil personnel services. The plan shall describe the criteria that the school district or BOCES shall use to evaluate teachers providing pupil personnel services, as defined in section 80.1(w) of this Title.□
 - Assessment approaches. The plan shall describe the methods that the school districts or BOCES shall employ to assess teachers' performance, which may include but is not limited to the following: classroom observation, videotape assessment, self review, peer review and portfolio review. For teachers possessing a transitional or initial certificate, the plan shall require the teacher to be evaluated based on portfolio review, which may include but is not limited to: a video of teaching performance, a sample lesson plan, a sample of student work, student assessment instruments and the teacher's reflection on his or her classroom performance.□
 - Teacher improvement. The plan shall describe how the school district or BOCES addresses the performance of teachers whose performance is evaluated as unsatisfactory, and shall require the development of a teacher improvement plan for teachers so evaluated, which shall be developed by the district or BOCES in consultation with such teacher.□
 - Training in performance evaluation. The plan shall describe how the school district or BOCES provides training in good practice for the conducting of performance evaluations to staff who perform such evaluations, or alternatively, shall state the fact that the school district or BOCES permits such personnel to participate in training in this subject offered by the department.□
- c. Reporting requirement. The department shall require school districts and BOCES to report on an annual basis information related to the school district's efforts to address the performance of teachers whose performance is evaluated as unsatisfactory, including information related to the implementation of teacher improvement plans for teachers so evaluated.□
 - d. Performance review of superintendent. The governing body of each school district shall annually review the performance of the superintendent of schools according to procedures developed by such body in consultation with the superintendent. Such procedures shall be filed in the district office and available for review by any individual no later than September 10th of each year.□
 - e. Formal procedures for the review of the performance of teachers shall be determined by the school district or BOCES, consistent with the requirements of article 14 of the Civil Service Law.□
 - f. Variance.
 - A variance shall be granted from a requirement of this paragraph, upon a finding by the commissioner that a school district or BOCES has executed prior to September 3, 1999 an agreement negotiated pursuant to article 14 of the Civil Service Law whose terms continue in effect and are inconsistent with such requirement.□
 - A variance shall be granted from the criteria for the evaluation of teachers providing instructional services, prescribed in subclause (ii)(b)(1) of this paragraph, upon a finding by the commissioner that the school district or BOCES has demonstrated that a local model for the evaluation of such teachers has produced successful results.



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 - j. Teacher Reflective Rubric – Criteria for Effective Teaching
3. Induction Program Paperwork
4. Mentor Program Paperwork
5. Professional Development Grant Paperwork

1. For school years commencing prior to July 1, 2000, each school district and board of cooperative educational services (BOCES) shall be subject to the requirements of this paragraph. For school years commencing on or after July 1, 2000, each school district and BOCES shall be subject to the requirements of paragraph (2) of this subdivision.
 - A. The governing body of each school district and board of cooperative educational services shall ensure that the performance of all professional personnel, except evening school teachers of nonacademic, vocational subjects, will be reviewed annually.
 - B. Each superintendent, in consultation with teachers, administrators and other school service professionals, selected by the superintendent with the advice of their respective peers, shall develop formal procedures for the review of the performance of all such personnel in the district. Such procedures shall be approved by the governing body of the district, filed in the district office, and available for review by any individual no later than August 1st of each year. Formal procedures for the review of the performance of all such personnel shall include:
 - a. criteria by which all such personnel shall be reviewed, and a description of the review procedures;
 - b. a description of review activities, including:
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 - provisions for a follow-up meeting for the reviewer to commend strengths of performance and discuss the need for improvement, if necessary, with the staff person being reviewed;
 - c. methods used to record review results; and
 - d. procedures used to:
 - ensure that all such personnel are acquainted with the performance review procedures; and
 - ensure that each individual who is reviewed in accordance with the provisions of this subdivision has the opportunity to provide written comment on his or her performance review.
 - e. The board of education shall annually review the performance of the superintendent of schools according to procedures developed by such board in consultation with the superintendent. Such procedures shall be filed in the district office, and available for review by any individual no later than August 1st of each year.
2. For school years commencing on or after July 1, 2000, each school district and BOCES shall be subject to the requirements of this paragraph.
 - A. For purposes of this paragraph, the governing body of each school district shall mean the board of education of each school district, and in the case of the City School District of the City of New York it shall mean the Board of Education of the City School District of the City of New York.
 - B. Annual review. The governing body of each school district and BOCES shall ensure that the performance of all teachers providing instructional services or pupil personnel services, as defined in section 80.1(w) of this Title, is reviewed annually, except evening school teachers of adults enrolled in nonacademic, vocational subjects; and supplementary school personnel, as defined in section 80.33 of this Title.
 - C. Professional performance review plan.
 - a. Development and adoption of the plan.
 - By September 1, 2000, the governing body of each school district and BOCES shall adopt a plan, which may be an annual or multi-year plan, for the annual professional performance review of its teachers providing instructional services or pupil personnel services, as defined in section 80.1(w) of this Title, that meets the content requirements prescribed in clause (b) of this subparagraph.
 - Each superintendent and in the case of the City School District of the City of New York, the chancellor, in collaboration with teachers, pupil personnel professionals, administrators and parents selected by the superintendent or in the case of the City School District of New York, the chancellor, with the advice of their respective peers, shall develop the professional performance review plan, which shall be approved by the governing body of each school district or BOCES, filed in the district or BOCES office, as applicable, and available for review by any individual no later than September 10th of each year. The governing body of each school district and BOCES shall provide organizations representing parents and the recognized representative of the teachers' bargaining unit with an opportunity to comment on such plan prior to its adoption.
 - b. Content of the plan.
 - Criteria for evaluation of teachers providing instructional services. The professional performance review plan shall describe the criteria that the school district or BOCES shall use to evaluate its teachers providing instructional services, which shall include but not be limited to an evaluation of the following:
 1. content knowledge, the teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum;

2. preparation, the teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction;□
 3. instructional delivery, the teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning;□
 4. classroom management, the teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning;□
 5. student development, the teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students;□
 6. student assessment, the teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.); and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction;□
 7. collaboration, the teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and □
 8. reflective and responsive practice, the teacher shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.□
- Criteria for the evaluation of teachers providing pupil personnel services. The plan shall describe the criteria that the school district or BOCES shall use to evaluate teachers providing pupil personnel services, as defined in section 80.1(w) of this Title.□
 - Assessment approaches. The plan shall describe the methods that the school districts or BOCES shall employ to assess teachers' performance, which may include but is not limited to the following: classroom observation, videotape assessment, self review, peer review and portfolio review. For teachers possessing a transitional or initial certificate, the plan shall require the teacher to be evaluated based on portfolio review, which may include but is not limited to: a video of teaching performance, a sample lesson plan, a sample of student work, student assessment instruments and the teacher's reflection on his or her classroom performance.□
 - Teacher improvement. The plan shall describe how the school district or BOCES addresses the performance of teachers whose performance is evaluated as unsatisfactory, and shall require the development of a teacher improvement plan for teachers so evaluated, which shall be developed by the district or BOCES in consultation with such teacher.□
 - Training in performance evaluation. The plan shall describe how the school district or BOCES provides training in good practice for the conducting of performance evaluations to staff who perform such evaluations, or alternatively, shall state the fact that the school district or BOCES permits such personnel to participate in training in this subject offered by the department.□
- c. Reporting requirement. The department shall require school districts and BOCES to report on an annual basis information related to the school district's efforts to address the performance of teachers whose performance is evaluated as unsatisfactory, including information related to the implementation of teacher improvement plans for teachers so evaluated.□
 - d. Performance review of superintendent. The governing body of each school district shall annually review the performance of the superintendent of schools according to procedures developed by such body in consultation with the superintendent. Such procedures shall be filed in the district office and available for review by any individual no later than September 10th of each year.□
 - e. Formal procedures for the review of the performance of teachers shall be determined by the school district or BOCES, consistent with the requirements of article 14 of the Civil Service Law.□
 - f. Variance.
 - A variance shall be granted from a requirement of this paragraph, upon a finding by the commissioner that a school district or BOCES has executed prior to September 3, 1999 an agreement negotiated pursuant to article 14 of the Civil Service Law whose terms continue in effect and are inconsistent with such requirement.□
 - A variance shall be granted from the criteria for the evaluation of teachers providing instructional services, prescribed in subclause (ii)(b)(1) of this paragraph, upon a finding by the commissioner that the school district or BOCES has demonstrated that a local model for the evaluation of such teachers has produced successful results.

Initial Professional Growth Supervision for Nontenured Teachers

Observation three times each year (for the first three years)

For nontenured teachers on a two-year tenure track, the cycle would include years 2 and 3

Board of Education will review tenure status twice annually.

Observation 2 (due date 1/15)	Observation 3 (due date 4/15)	Supervisory Report (due date 4/15)	<i>Reflective Rubric and Conference (due date 6/1)</i>	Tenure Conference
Observation 2 (due date 1/15)	Observation 3 (due date 4/15)	Supervisory Report (due date 4/15)	<i>Reflective Rubric and Conference (due date 6/1)</i>	Tenure Conference
Observation 2 (due date 1/15)	Observation 3 (due date 4/15)	Supervisory Report (due date 4/15)	<i>Reflective Rubric and Conference (due date 6/1)</i>	Tenure Recommendation (due date 5/1)

Professional Growth Supervision for Tenured Teachers

every three years (or 3 observations within 7 year period; 1 observation and supervisory in same year, no more than 2 consecutive years)

	Observation (due date 4/15)	Supervisory Report (due date 4/15)	<i>Reflective Rubric and Conference (due date 6/1)</i>
	Observation (due date 4/15)	Supervisory Report (due date 4/15)	<i>Reflective Rubric and Conference (due date 6/1)</i>
	Observation (due date 4/15)	Supervisory Report (due date 4/15)	<i>Reflective Rubric and Conference (due date 6/1)</i>

Professional Growth Supervision for Experienced Teachers (12+ years)

Observation and supervisory once every five years

	Observation (due date 4/15)	Supervisory Report (due date 4/15)	<i>Reflective Rubric and Conference (due date 6/1)</i>
	Observation (due date 4/15)	Supervisory Report (due date 4/15)	<i>Reflective Rubric and Conference (due date 6/1)</i>
	Observation (due date 4/15)	Supervisory Report (due date 4/15)	<i>Reflective Rubric and Conference (due date 6/1)</i>
	Observation (due date 4/15)	Supervisory Report (due date 4/15)	<i>Reflective Rubric and Conference (due date 6/1)</i>
	Observation (due date 4/15)	Supervisory Report (due date 4/15)	<i>Reflective Rubric and Conference (due date 6/1)</i>

One-year cycle, one/two specific instructional/management corrections

Observation 1 (due date 1/15)	Observation 2 (due date 4/15)	Supervisory Report	<i>Reflective Rubric and Conference</i> (due date 6/1)
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ment Supervision for Nontenured and Tenured Teachers, TIP, Teacher Improvement Plan

One-year cycle, multiple instructional/management corrections

Observation 1 (due date 1/15)	Observation 2 (due date 4/15)	Supervisory Report	<i>Reflective Rubric and Conference</i> (due date 6/1)
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EXHIBIT I
LIVERPOOL CENTRAL SCHOOL DISTRICT
Mentor Program Form
(To Be Completed by Teacher)

Teacher: _____ Building: _____

Teaching Assignment: _____ Date: _____

Years of Teaching Experience: _____ Evaluating Supervisor: _____

Teacher's and Supervisor's Initials
Date Initials Initials

Submission of Form (by June 1) _____ _____ _____

Approval of Form (by June 10) _____ _____ _____

Reflection of Experience (by June 1 of _____ _____ _____

Mentorship Year

I understand that I agree to serve a Mentor during the _____ School Year. If I am not matched with a Mentee during this school year, I agree to serve as a resource for Mentees within my building/department by sharing or demonstrating models of best practice.

Signature

Date

Reflection of Experience: Staff member's thoughts about the Mentorship experience.

Executive Director of Elementary Education/Secondary Education Initials: _____

Date: _____

EXHIBIT G
LIVERPOOL CENTRAL SCHOOL DISTRICT
Self-Directed Professional Plan
(To Be Completed by Teacher)

Teacher: _____ Building: _____

Teaching Assignment: _____ Date: _____

Evaluating Supervisor: _____

	<u>Date</u>	<u>Initials</u>	<u>Initials</u>
<u>Submission and Approval of Plan (by October 15)</u>	_____	_____	_____
<u>Mid-Plan Conference with Supervisor</u>	_____	_____	_____
<u>Summary and Reflection of Plan (by May 1)</u>	_____	_____	_____
<u>Concluding Meeting (by June 1)</u>	_____	_____	_____

Subject of Professional Development Plan:
Goal(s):

Action Plan (Implementation Plan - Indicate if plan will be completed in collaboration with other staff)

<u>Intended</u>	<u>Completed</u>

Identify personal, department, grade level, school, or district goal(s) plan addresses:

Expected Completion Date: _____

Anticipated Outcomes:

Summary of Professional Development Plan: (to be completed by Teacher at conclusion of plan and submit to Supervisor no later than May 1).

Summary of actions taken to complete plan:

Reflection of project/plan: Staff member's thoughts about how this Professional Development Plan increased teacher's effectiveness and/or student's success:

Executive Director Elementary Education/Secondary Education
Date: _____

Initials: _____

**EXHIBIT H
LIVERPOOL CENTRAL SCHOOL DISTRICT**

Staff Development Plan

Submission no later than October 15.

Teacher: _____

Subject area/Teaching assignment: _____

Building: _____

Date: _____

Teacher Tenure Date (for non-tenured teachers): _____

Observer/Administrator: _____

Supervisor's Approval: _____ Date: _____

Please indicate workshop title and dates of three required sessions.

Workshop Title: _____

Dates of Three Sessions:

1. _____

2. _____

3. _____

Reflection of plan: Staff member's thoughts about how this Staff Development Plan increased teacher's effectiveness and/or student's success (to be completed after attending the workshop):

Return completed and initialed form to Supervisor by May 1.

Executive Director Elementary Education/Secondary Education Initials: _____

Date: _____

LCSD Teaching Assistant Performance Review

Employee: _____

Date: _____

Performance Criteria	Exceeds Expectations	Meets Expectations	Below Expectations	N/A
Attendance/Punctuality: Dependable, present at work and on time. Absences are properly scheduled and reported.				
Job Knowledge: Demonstrates the knowledge and skill necessary to perform the job effectively.				
Understands the expectations of the job and stays current with new methods and processes in the area of responsibility.				
Work Habits: Demonstrates commitment, dedication, cooperation and positive behavior.				
Adaptability: Ability to adjust to changing situations, willing to learn and accept new and different tasks, responds appropriately to suggestions for work improvement.				
Interpersonal Skills Maintains a positive working relationship with administrators, teachers and co-workers. Helps to create a hospitable and inclusive environment.				
Interactions with students are friendly and demonstrate warmth, caring and respect.				
Exhibits confidence, inspires respect and trust. Motivates students and reacts well under pressure.				
Initiate/Problem Solving Performs with minimal teacher supervision, seeks solutions to resolve unexpected problems that may arise.				

Comment on overall employee performance:

Recommendations to enhance employee performance:

Employee comments:

Reviewer Signature: _____
 Date: _____

Employee Signature: _____
 Date: _____

**Liverpool Central School District
Lesson Plan for Formal Teacher Observation
Exhibit M**

**The teacher will complete the lesson plan prior to the pre-observation conference.
*The lesson plan will not be placed in the District personnel file.***

Teacher: _____
Building: _____
Subject area/Teaching assignment: _____
Observation date/block/time: _____
Pre-observation conference meeting time: _____

Lesson Component	Teacher Planning
Student Learning Objective(s)	
Placement of Lesson within Unit/Curriculum – Lesson Goals	
Primary Standard(s) and Performance Indicator(s)	
Sequence of Activities and Teaching Strategies and Practices	
Informal and Formal Methods of Assessing and Monitoring Understanding	
Teaching Materials/Resources	
Area on Which Teacher Requests Focus – Indicate Specific Domain	

Liverpool Central School District Post-observation Conference Form Exhibit O

**This form will be completed at the post-observation conference by both administrator and teacher.
A copy will be provided to both.
*The post-observation conference form will not be placed in the District personnel file.***

Discussion points from the classroom observation for the post-observation conference:

Teacher: _____

Administrator: _____

Date of Post-Observation Conference _____

Strong points of lesson:

Administrator's Comments:
Teacher's Comments:

Recommendations for improvement:

Administrator's Comments:
Teacher's Comments:

Areas for immediate focus:

Administrator's Comments:
Teacher's Comments:

Next steps:

Administrator's Comments:
Teacher's Comments:

Indicate which topics from observation were discussed at the post-observation conference:

- Lesson objectives/goals
- Sequence of teaching activities
- Teaching materials and resources
- Instructional practices
- Monitoring Student Understanding
- Classroom management
- Classroom environment
- Classroom data
- Other: _____
- _____
- _____

Observer's and Teacher's Initials

Liverpool Central School District
Pre-Observation Conference Guide for Formal Observations
Exhibit N

It is not the intent of this form to be completed in writing by teachers prior to the observation.
The following questions may be used as a guide during the conversation.

The pre-observation conference sets the stage for the classroom observation. The purpose of the conference is for the teacher and administrator to engage in a meaningful conversation that highlights specific aspects of the lesson, program or class environment that the teacher would like the administrator to observe. The teacher and principal will discuss the written lesson plan in the context of these questions and the expectations of the rubric.

Rubric Domains to be referred to for the pre-observation:

- 1. Planning and Preparation**
- 2. Classroom Environment**
- 3. Instruction**

- What are the key instructional goals that you planned for this lesson?
- What instructional practices, learning activities, and resources will you use in this lesson to assist the students in meeting the objectives?
- How have you planned for differentiated instruction? In what ways will you integrate technology into the lesson?
- How will you assess student learning?
- How have you prepared the classroom environment for the instruction and learning?
- What would you like the observer to focus on during the time in the classroom? E.g., Instructional practices you are using, assessment strategies, student engagement, questioning techniques.
- What are some of the challenges that you expect in this lesson, and how will you address them?
- How do you implement district initiatives in the classroom?
- What data do you collect to ensure student progress in learning?
- What questions do you have for the observer?

School Counselors Reflective Rubric

**Non-tenured and Tenured School Counselors will complete this rubric annually by June 1 as per the observation cycle.
A meeting will be held with the school counselor and principal to discuss the rubric by June 1.**

This framework for growth in professional practices is meant to be a road map for novices as well as a guide for experienced professionals to promote, maintain and encourage instructional excellence that will increase student achievement. This rubric can provide the structure for discussions and an opportunity for improvement of instruction.

The Reflective Rubric is a basis of a conversation between the administrator and teacher, and if the teacher chooses, conversations between mentors and mentees. **The school counselor should review the rubric and circle the box in each row that indicates their perception of their level of expertise.** The conversation will allow review of the 9 criteria areas. The school counselor maintains the only copy of the Reflective Rubric.

Domain 1 for School Counselors: Planning and Preparation

1. Content Knowledge: The School Counselor will demonstrate a thorough knowledge of program and services.

Component	In Need of Assistance	Basic	Proficient	Distinguished
1.1 Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1.2 Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1.3 Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

Domain 2 for School Counselors: Planning and Preparation

2. Preparation of Materials: The School Counselor will demonstrate thorough preparation to support overall program.

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

Domain 3 for School Counselors: Delivery of Service

3. Services Delivery: The School Counselor will demonstrate that delivery of service results in improved student achievement.

Component	In Need of Assistance	Basic	Proficient	Distinguished
3.1 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.
3.2 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.
3.3 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.
3.4 Brokering resources to meet needs	Counselor does not make connections with other programs in order to meet student needs	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3.5 Demonstrating flexibility and responsiveness	Counselor adheres to the plan or program, in spite of evidence of it inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revision in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for School Counselors: The Environment

4. The Environment: The School Counselor will demonstrate an effective integration of the various capacities of counseling services.

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

Domain 4 for School Counselors: Professional Responsibilities

5. Collaboration: The School Counselor will demonstrate an effective collaborative relationship with students, parents or caregivers, teachers, support personnel and colleagues to meet the needs of students.

Component	In Need of Assistance	Basic	Proficient	Distinguished
5.1 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 especially requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationship with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
5.2 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.
5.3 Showing professionalism	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Domain 6 for School Counselors: Professional Responsibilities

6. Reflective and Responsive Practices: The School Counselor will demonstrate reflective and responsive practices.

Component	In Need of Assistance	Basic	Proficient	Distinguished
6.1 Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
6.2 Maintaining records and submitting them in a timely fashion	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.
6.3 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.

Library/Media Specialists Reflective Rubric

**Non-tenured and Library/Media Specialists will complete this rubric annually by June 1 as per the observation cycle.
A meeting will be held with the Library/Media Specialist and principal to discuss the rubric by June 1.**

This framework for growth in professional practices is meant to be a road map for novices as well as a guide for experienced professionals to promote, maintain and encourage instructional excellence that will increase student achievement. This rubric can provide the structure for discussions and an opportunity for improvement of instruction.

The Reflective Rubric is a basis of a conversation between the administrator and teacher, and if the teacher chooses, conversations between mentors and mentees. **The school library media specialist should review the rubric and circle the box in each row that indicates their perception of their level of expertise.** The conversation will allow review of the 9 criteria areas. The school library media specialist maintains the only copy of the Reflective Rubric.

Domain 1 for Library/Media Specialists: Planning and Preparation

1. Content Knowledge: The Library/Media Specialist will demonstrate a thorough knowledge of program and service.

Component	In Need of Assistance	Competent	Proficient	Distinguished
1.1 Demonstrating knowledge of literature and current trends in library/media practice and information technology	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
1.2 Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology with the school's academic program.
1.3 Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.

Domain 2 for Library/Medial Specialists: Planning and Preparation

2. Preparation of materials: The Library/Media Specialist will demonstrate thorough preparation to support overall programs.

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

Domain 3 for Library/Medial Specialists: Delivery of Service

3. Instructional Deliver: The Library/Media Specialist will demonstrate that delivery of service results in active classroom management..

Component	In Need of Assistance	Competent	Proficient	Distinguished
3.1 Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3.2 Collaborating with teachers in the design of instructional units and lessons	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3.3 Engaging students in enjoying literature and in learning information skills	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
3.4 Assisting students and teachers in the use of technology in the library/media center	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center	Library/media specialist assists students and teachers in the use of technology in the library/media center.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.

Domain 3 for Library/Medial Specialists: Delivery of Service

3. Instructional Deliver: The Library/Media Specialist will demonstrate that delivery of service results in active classroom management..

Component	In Need of Assistance	Competent	Proficient	Distinguished
3.5 Demonstrating flexibility and responsiveness	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.
3.6 Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialists monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

Domain 4 for Library/Medial Specialists: The Environment

4. The Environment: The Library/Media Specialist will demonstrate an effective integration of the various capacities of library services.

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

4. The Environment: The Library/Media Specialist will demonstrate an effective integration of the various capacities of library services.

Component	In Need of Assistance	Competent	Proficient	Distinguished
<p>4.4 Organizing physical space to enable smooth flow</p>	<p>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.</p>	<p>Library/media specialist's efforts to make use of the physical environment and uneven, resulting in occasional confusion.</p>	<p>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.</p>	<p>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.</p>

Domain 5 for Library/Medial Specialists: Professional Responsibilities

5. Collaboration: The Library/Media Specialist will demonstrate an effective collaborative relationship with students, parents, or caregivers, support personnel and colleagues to meet the needs of students.

Component	In Need of Assistance	Competent	Proficient	Distinguished
5.1 Participating in a professional community	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationship with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
5.2 Communicating with the larger community	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
5.3 Showing professionalism	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

Domain 6 for Library/Medial Specialists: Professional Responsibilities

6. Reflective and Responsive Practices: The Library/Media Specialist will demonstrate reflective and responsive practices.

Component	In Need of Assistance	Competent	Proficient	Distinguished
6.1 Reflecting on practice	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description or practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
6.2 Preparing and submitting reports and budgets	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, following established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
6.3 Engaging in professional development	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

School Nurse Reflective Rubric

**Non-tenured and Tenured School Nurses will complete this rubric annually by June 1 as per the observation cycle.
A meeting will be held with the school nurse and principal to discuss the rubric by June 1.**

This framework for growth in professional practices is meant to be a road map for novices as well as a guide for experienced professionals to promote, maintain and encourage instructional excellence that will increase student achievement. This rubric can provide the structure for discussions and an opportunity for improvement of instruction.

The Reflective Rubric is a basis of a conversation between the administrator and teacher, and if the teacher chooses, conversations between mentors and mentees. **The school nurse should review the rubric and circle the box in each row that indicates their perception of their level of expertise.** The conversation will allow review of the 9 criteria areas. The school nurse maintains the only copy of the Reflective Rubric.

Domain I for School Nurses: Planning and Preparation

1. Content Knowledge: The School Nurse will demonstrate a thorough medical knowledge and techniques.

Component	In Need of Assistance	Basic	Proficient	Distinguished
1.1 Demonstrating medical knowledge and skill in nursing techniques	Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.
1.2 Demonstrating knowledge of child and adolescent development	Nurse displays little or no knowledge of child and adolescent development.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
1.3 Establishing goals for the nursing program appropriate to the setting and the students served	Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.	Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.	Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.	Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

Domain 2 for School Nurses: Planning and Preparation

2. Preparation: The School Nurse will demonstrate a thorough knowledge of regulations and educational programs.

Component	In Need of Assistance	Basic	Proficient	Distinguished
2.1 Demonstrating knowledge of government, community, and district regulations and resources	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
2.2 Planning the nursing program for both individuals and groups of students, integrated with the regular school program.	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principal and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

Domain 3 for School Nurses: Delivery of Services

3. Delivery of Services: The School Nurse will demonstrate that delivery of service reflects both sound assessment and administration.

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

Domain 4 for School Nurses: The Environment

4. The Environment: The School Nurse will demonstrate an effective integration of the various capacities of nurse services.

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

Domain 5 for School Nurses: Professional Responsibilities

5. Collaboration: The School Nurse will demonstrate an effective collaborative relationship with colleagues to meet the needs of students.

Component	In Need of Assistance	Basic	Proficient	Distinguished
5.1 Participating in a professional community	Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.	Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.	Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.
5.2 Engaging in professional development	Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse's participation in professional development activities is limited to those that are convenient or are required.	Nurse seeks out opportunities for professional development based on an individual assessment of need.	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
5.3 Showing professionalism	Displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students and taking a leadership role with colleagues.
5.4 Communicating with families	Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.

Domain 6 for School Professional Responsibilities

6. Reflective and Responsive Practices: The School Nurse will demonstrate reflective and responsive practices.

Component	In Need of Assistance	Basic	Proficient	Distinguished
6.1 Reflecting on practice	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.	Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.
6.2 Maintaining health records in accordance with policy and submitting reports in a timely fashion	Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records, and documentation are generally accurate, but are occasionally late.	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.

School Psychologist Rubric

**Non-tenured and Tenured School Psychologist will complete this rubric annually by June 1 as per the observation cycle.
A meeting will be held with the school psychologist and principal to discuss the rubric by June 1.**

This framework for growth in professional practices is meant to be a road map for novices as well as a guide for experienced professionals to promote, maintain and encourage instructional excellence that will increase student achievement. This rubric can provide the structure for discussions and an opportunity for improvement of instruction.

The Reflective Rubric is a basis of a conversation between the administrator and teacher, and if the teacher chooses, conversations between mentors and mentees. **The school psychologist should review the rubric and circle the box in each row that indicates their perception of their level of expertise.** The conversation will allow review of the 9 criteria areas. The school psychologist maintains the only copy of the Reflective Rubric.

Domain I for School Psychologist: Planning and Preparation

1. Content Knowledge: The School Psychologist will demonstrate a thorough knowledge of performance.

Component	In Need of Assistance	Basic	Proficient	Distinguished
1.1 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 diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1.2 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.
1.3 Establishing goals for the psychology program appropriate to the setting and the students served.	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

Domain 2 for School Psychologists: Planning and Preparation

2. Preparation of Materials: The School Psychologist will demonstrate a thorough preparation to support overall programs.

Component	In Need of Assistance	Basic	Proficient	Distinguished
2.1 Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Psychologist demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
2.2 Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
2.3 Developing a plan to evaluate the psychology program	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 3 for School Psychologists: Delivery of Service

3. Service Delivery: The School Psychologist will demonstrate that delivery of services will result in improved student achievement.

Component	In Need of Assistance	Basic	Proficient	Distinguished
3.1 Responding to referrals; consulting with teachers and administrators	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3.2 Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
3.3 Chairing evaluation team	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.

Domain 3 for School Psychologists: Delivery of Service (continued...)

3. Service Delivery: The School Psychologist will demonstrate that delivery of services will result in improved student achievement.

Component	In Need of Assistance	Basic	Proficient	Distinguished
3.4 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.
3.5 Maintaining contact with physicians and community mental health service providers	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
3.6 Demonstrating flexibility and responsiveness	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for School Psychologists: The Environment

4. The Environment: The School Psychologist will demonstrate an effective integration of the various capacities of counseling services.

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

Domain 5 for School Psychologists: Professional Responsibilities

5. Collaboration: The School Psychologist will demonstrate an effective collaborative relationship with students, parents or caregivers, teachers, support personnel and colleagues to meet the needs of students.

Component	In Need of Assistance	Basic	Proficient	Distinguished
5.1 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.
5.2 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 workshop to colleagues.
5.3 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.

Domain 6 for School Psychologists: Professional Responsibilities

6. Reflective and Responsive Practices: The School Psychologist will demonstrate and reflective and responsive practices.

Component	In Need of Assistance	Basic	Proficient	Distinguished
6.1 Reflecting on practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
6.2 Communicating with families	Psychologist fails to communicate with families and secure necessary permission for evaluations or communications 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.
6.3 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.

Therapeutic Specialist Reflective Rubric

**Non-tenured and Tenured Therapeutic Specialist will complete this rubric annually by June 1 as per the observation cycle.
A meeting will be held with the therapeutic specialist and principal to discuss the rubric by June 1.**

This framework for growth in professional practices is meant to be a road map for novices as well as a guide for experienced professionals to promote, maintain and encourage instructional excellence that will increase student achievement. This rubric can provide the structure for discussions and an opportunity for improvement of instruction.

The Reflective Rubric is a basis of a conversation between the administrator and teacher, and if the teacher chooses, conversations between mentors and mentees. **The therapeutic specialist should review the rubric and circle the box in each row that indicates their perception of their level of expertise.** The conversation will allow review of the 9 criteria areas. The therapeutic specialist maintains the only copy of the Reflective Rubric.

Domain 1 for Therapeutic Specialists: Planning and Preparation

1. Content Knowledge: The School Therapeutic Specialists will demonstrate a thorough knowledge of performance and services.

Component	In Need of Assistance	Competent	Proficient	Distinguished
1.1 Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
1.2 Establishing goals for the therapy program appropriate to the setting and the students served	Specialist has no clear goals for the therapy program or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1.3 Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revision district policies.

Domain 2 for Therapeutic Specialists: Planning and Preparation

2. Preparation of Materials: The School Therapeutic Specialists will demonstrate a thorough preparation to support overall program.

Component	In Need of Assistance	Competent	Proficient	Distinguished
2.1 Demonstrating knowledge of resources both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
2.2 Planning the therapy program, integrated with the regular school program, to meet the needs of individual students.	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principal and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
2.3 Developing a plan to evaluate the therapy program	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	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.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 3 for Therapeutic Specialists: Delivery of Service

3. Service Delivery: The School Therapeutic Specialists will demonstrate that delivery of service will result in improved student achievement.

Component	In Need of Assistance	Competent	Proficient	Distinguished
3.1 Responding to referrals and evaluating student needs	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
3.2 Developing and implementing treatment plans to maximize students' success	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or 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.
3.3 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 tradition.	Specialist communicates with families and secures necessary permission for evaluations, doing 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.
3.4 Collecting information; writing reports	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3.5 Demonstrating flexibility and responsiveness	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for Therapeutic Specialists: The Environment

4. The Environment: The School Therapeutic Specialists will demonstrate an effective integration of various capacities of service.

Component	In Need of Assistance	Competent	Proficient	Distinguished
4.1 Establishing rapport with students	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
4.2 Organizing time effectively	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercised good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
4.3 Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
4.4 Establishing standards of conduct in the treatment center	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors students behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
4.5 Organizing physical space for testing of students and providing therapy	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

Domain 5 for Therapeutic Specialists: Collaboration

5. Collaboration: The School Therapeutic Specialists will demonstrate effective collaborative relationships to meet the needs of the student.

Component	In Need of Assistance	Competent	Proficient	Distinguished
5.1 Collaborating with teachers and administrators	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.

Domain 6 for Therapeutic Specialists: Reflective and Responsive Practices

6. Reflective and Responsive Practices: The School Therapeutic Specialists will demonstrate reflective and responsive practices.

Component	In Need of Assistance	Competent	Proficient	Distinguished
6.1 Reflecting on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
6.2 Maintaining an effective data-management system	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor students progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.

**Liverpool Central School District
Supervisory Report
Exhibit F**

The supervisory report will be placed in the District personnel file.

Teacher Name: _____

The supervisory should include comments from teacher observations according to the rubric domains as identified in Exhibit E, in addition to the domain of Professional Responsibilities as noted below:

- 1. Planning and Preparation**
- 2. Classroom Environment**
- 3. Instruction**
- 4. Professional Responsibilities**
 - Reflecting on Teaching
 - Maintaining Accurate Records
 - Communicating with Families
 - Contributing to the School and District
 - Growing and Developing Professionally
 - Showing Professionalism

Administrator's Initials: _____

Date: _____

Teacher's Initials: _____

Date: _____

Executive Director's Initials: _____

Date: _____

Human Resources Initials: _____

Date: _____

Statements contained in this report shall point out strengths and weaknesses, if any, and if necessary, offer suggestions for improvement.

**Liverpool Central School District
Teacher Aide Performance Review**

Employee:

Date:

Performance Criteria	Exceeds Expectations	Meets Expectations	Below Expectations	N/A
Attendance/Punctuality: Dependable, present at work and on time. Absences are properly scheduled and reported.				
Job Knowledge: Demonstrates the knowledge and skill necessary to perform the job effectively.				
Understands the expectations of the job and stays current with new methods, and processes in area of responsibility.				
Work Habits: Demonstrates commitment, dedication, cooperation, and positive behavior.				
Adaptability: Ability to adjust to changing situations, willing to learn and accept new and different tasks, responds appropriately to suggestions for work improvement.				
Interpersonal Skills Maintains a positive working relationship with administrators, teachers and co-workers. Helps to create a hospitable and inclusive environment.				
Interactions with students, staff, and community are friendly and demonstrate warmth, caring and respect.				
Exhibits confidence, inspires respect and trust, and reacts well under pressure.				
Initiative/Problem Solving Performs with minimal supervision, seeks solutions to resolve unexpected problems that may arise.				

Comment on overall employee performance:

Recommendations to enhance employee performance:

Employee comments:

Supervisor's Signature:

Date:

Employee Signature:

Date:

**Liverpool Central School District
Teacher Observation Form
Exhibit E**

The observation form will be placed in the District personnel file.

Teacher: _____ **Subject area/Teaching assignment:** _____
Building: _____ **Time/Block:** _____
Teacher Tenure Date (for non-tenured teachers): _____
Observer/Administrator: _____

Date of Pre-observation Conference: _____
Date of Observation: _____
Date of Post-observation Conference: _____

Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Selecting Instructional Goals
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Assessing Student Learning

Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behaviors
- Organizing Physical Space

Instruction

- Communicating Clearly and Accurately
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Providing Feedback to Students
- Demonstrating Flexibility and Responsiveness

Classroom Management:

- Managing student behavior
- Effective use of time
- Classroom focus on learning task
- Teacher/student interaction
- Management of classroom routines

Additional Comments: (should include strong points of the lesson, recommendations for improvement, areas for immediate focus, and next steps)

Observer's Initials: _____

Date: _____

Teacher's Initials: _____

Date: _____

Executive Director's Initials: _____

Date: _____

Human Resources Initials: _____

Date: _____

Teacher Reflective Rubric

**Non-tenured and Tenured Teachers will complete this rubric annually by June 1 as per the observation cycle.
A meeting will be held with the teacher and principal to discuss the rubric by June 1.**

This framework for growth in professional practices is meant to be a road map for novices as well as a guide for experienced professionals to promote, maintain and encourage instructional excellence that will increase student achievement. This rubric can provide the structure for discussions and an opportunity for improvement of instruction.

The Reflective Rubric is a basis of a conversation between the administrator and teacher, and if the teacher chooses, conversations between mentors and mentees. **The teacher should review the rubric and circle the box in each row that indicates their perception of their level of expertise.** The conversation will allow review of the 9 criteria areas. The teacher maintains the only copy of the Reflective Rubric.

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements: Knowledge of Content and the Structure of the Discipline, Knowledge of Prerequisite Relationships, Knowledge of Content-Related Pedagogy

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Knowledge of Content and the Structure of the Discipline</i>	In planning and practice, teacher makes content errors, or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline, but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
<i>Knowledge of Prerequisite Relationships</i>	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
<i>Knowledge of Content-Related Pedagogy</i>	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

Domain 1: Planning and Preparation
Component 1b: Demonstrating Knowledge of Students

Elements: Knowledge of Child and Adolescent Development; Knowledge of the Learning Process; Knowledge of Students' Skills, Knowledge, and Language Proficiency; Knowledge of Students' Interests and Cultural Heritage; Knowledge of Students' Special Needs

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Knowledge of Child and Adolescent Development</i>	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
<i>Knowledge of the Learning Process</i>	Teacher sees no value in understanding how students learn, and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn, and applies this knowledge to individual students.
<i>Knowledge of Students' Skills, Knowledge, and Language Proficiency</i>	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency, does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency, but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency, and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency, and has a strategy for maintaining such information.
<i>Knowledge of Students' Interests and Cultural Heritage</i>	Teacher displays little or no knowledge of students' interests or cultural heritage, and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage, but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage, and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage, and displays this knowledge for individual students.
<i>Knowledge of Students' Special Needs</i>	Teacher displays little or no understanding of students' special learning or medical needs, or why such knowledge is important.	Teacher's displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher actively seeks knowledge of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

Domain 1: Planning and Preparation
Component 1c: Establishing Instructional Outcomes

Elements: Value, Sequence, and alignment, Clarity, Balance, Suitability for diverse learners

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Value and Sequence</i>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline nor a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning both in the discipline and related disciplines.
<i>Clarity</i>	Outcomes are either not clear or are stated as not as student learning but as activities. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear, or consist of a combination of outcomes and activities. Some outcomes permit viable methods of assessment.	Most of the outcomes are clear, but may include a few activities. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
<i>Balance</i>	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
<i>Suitability for Diverse learners</i>	Outcomes are not suitable for the class, or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class, and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

Domain 1: Planning and Preparation
Component 1d: Knowledge of Resources

Elements: Resources for classroom use, Resources to extend content knowledge and pedagogy, Resources for students

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Resources for Classroom Use</i>	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district, and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, professional organizations and universities, and on the Internet.
<i>Resources To Extend Content Knowledge and Pedagogy</i>	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district, but no knowledge of resources available more broadly.	Teacher is fully aware of resources to enhance content and pedagogical knowledge available through the school or district, and has some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, beyond those available through the school or district, including d professional organizations and universities, and on the Internet.
<i>Resources for Students</i>	Teacher is unaware of resources for students available through the school or district.	Teacher demonstrates knowledge of resources for students available through the school or district, but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district, and some familiarity with resources external to the school and on the Internet.	Teacher demonstrates extensive knowledge of resources for students, including those available through the school or district, in the community, and on the Internet.

Domain 1: Planning and Preparation
Component 1e: Designing Coherent Instruction

Elements: Learning activities, Instructional materials and resources, Instructional groups, Lesson and unit structure

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Learning Activities</i>	Learning activities are not suitable to students or to instructional purposes, and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, and with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity, and are differentiated, as appropriate, for individual learners.
<i>Instructional Materials and Resources</i>	Materials and resources are not suitable for students, do not support the instructional outcomes nor engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
<i>Instructional Groups</i>	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
<i>Lesson and Unit Structure</i>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, most time allocations are reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

Domain 1: Planning and Preparation
Component 1f: Designing Student Assessment

Elements: Congruence with Instructional Outcomes, Criteria and Standards, Design of Formative Assessments, Use for Planning

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Congruence with Instructional Outcomes</i>	Assessment procedures are not congruent with instructional outcomes	Some of the instructional outcomes are assessed through the proposed approach, but many are not	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	The proposed approach to assessment is fully aligned with the instructional outcomes, in both content and process. Assessment methodologies may have been adapted for individual students.
<i>Criteria and Standards</i>	The proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
<i>Design of Formative Assessments</i>	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Teacher's approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	The teacher has a well-developed strategy to using formative assessment, as has designed particular approaches to be used.	The teacher's approach to using formative assessment is well designed, and includes student as well as teacher use of the assessment information.
<i>Use for Planning</i>	Teacher has no plans to use assessment results in designing future instruction	Teacher plans to use assessment results to plan for future instruction for the class as a whole	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment
Component 2a: Creating an Environment of Respect and Rapport
Elements: Teacher interaction with students; Student interaction with one another

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Teacher Interaction with Students</i>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher's interactions with students reflect genuine respect and caring, for individuals as well as groups of students. Students exhibit respect for the teacher, beyond that for the role.
<i>Student Interaction with One Another</i>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

Domain 2: The Classroom Environment
Component 2b: Establishing a Culture for Learning

Elements: Importance of the content, Expectations for learning and achievement, Student pride in work

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

Domain 2: The Classroom Environment
Component 2c: Managing Classroom Procedures

Elements: Management of instructional groups, Management of transitions, Management of materials and supplies, Performance of non-instructional duties, Supervision of volunteers and paraprofessionals

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Management of Instructional Groups</i>	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small group work is well organized and most students are productively engaged in learning while unsupervised by the teacher.	Small group work is well organized and students are productively engaged at all times, with students assuming responsibility for productivity.
<i>Management of Transitions</i>	Transitions are chaotic, with much time being lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
<i>Management of Materials And Supplies</i>	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
<i>Performance of Non-Instructional Duties</i>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
<i>Supervision of Volunteers And Paraprofessionals</i>	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

Domain 2: The Classroom Environment
Component 2d: Managing Student Behavior

Elements: Expectations, Monitoring of student behavior, Response to student misbehavior

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Expectations</i>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<i>Monitoring of Student Behavior</i>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<i>Response to Student Misbehavior</i>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or infractions of the rules are minor.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Domain 2: The Classroom Environment
Component 2e: Organizing Physical Space

Elements: Safety and accessibility, Arrangement of furniture and use of physical resources

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Safety and Accessibility</i>	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
<i>Arrangement of furniture and use of physical resources.</i>	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

Domain 3: Instruction
Component 3a: Communicating With Students

Elements: Expectations for learning, Directions and procedures, Explanations of content, Use of oral and written language

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Expectations for Learning</i>	The teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose of the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
<i>Directions and Procedures</i>	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion.	Teacher directions and procedures are clear to students.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
<i>Explanations of Content</i>	Teacher's explanation of the content is unclear or confusing, or uses inappropriate language.	Teacher's explanation of the content is uneven: some is done skillfully; other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<i>Use of Oral and Written Language</i>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher'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 or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

Domain 3: Instruction
Component 3b: Using Questioning and Discussion Techniques
Elements: Quality of questions, Discussion techniques, Student participation

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

Domain 3: Instruction
Component 3c: Engaging Student in Learning

Elements: Activities and assignments, Grouping of students, Instructional materials and resources, Structure and pacing

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

Domain 3: Instruction
Component 3d: Using Assessment in Instruction

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

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Assessment Criteria</i>	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
<i>Monitoring of Student Learning</i>	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole, but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding.
<i>Feedback to Students</i>	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
<i>Student Self-Assessment and Monitoring of Progress</i>	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but make active use of that information in their learning.

Domain 3: Instruction
Component 3e: Demonstrating Flexibility and Responsiveness
Elements: Lesson adjustment, Response to students, Persistence

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

Domain 4: Professional Responsibilities
Component 4a: Reflecting on Teaching
Elements: Accuracy, Use in future teaching

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Accuracy</i>	Teacher does not know whether a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the success to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the success to which it achieved its instructional goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strengths of each.
<i>Use in Future Teaching</i>	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with probable successes of different approaches.

Domain 4: Professional Responsibilities
Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments, Student progress in learning, Non-instructional records

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Student Completion of Assignments</i>	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
<i>Student Progress in Learning</i>	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
<i>Non-instructional Records</i>	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

Domain 4: Professional Responsibilities
Component 4c: Communicating with Families

Elements: Information about the instructional program, Information about individual students, Engagement of families in the instructional program

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Information About the Instructional Program</i>	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for parent communication, but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
<i>Information About Individual Students</i>	Teacher provides minimal information to parents about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to parent concerns are minimal, or may reflect occasional insensitivity to cultural norms.	Teacher communicates with parents about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on student progress, with students contributing to the design of the system. Response to parent concerns is handled with great professional and cultural sensitivity.
<i>Engagement of Families in the Instructional Program</i>	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

Domain 4: Professional Responsibilities
Component 4d: Participating in a Professional Community

Elements: Relationships with colleagues, Involvement in a culture of professional inquiry, Service to the school, Participation in school and district projects

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Relationships with Colleagues</i>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationship 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. Teacher takes initiative in assuming leadership among the faculty.
<i>Involvement in a Culture of Professional Inquiry</i>	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
<i>Service to the School</i>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
<i>Participation in School and District Projects</i>	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Domain 4: Professional Responsibilities
Component 4e: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill, Receptivity to feedback from colleagues, Service to the profession

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Enhancement of Content Knowledge and Pedagogical Skill</i>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
<i>Receptivity to Feedback from Colleagues</i>	Teacher resists feedback on teaching performance, from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance, from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching, from both supervisors and colleagues.
<i>Service to the Profession</i>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

Domain 4: Professional Responsibilities
Component 4f: Showing Professionalism

Elements: Integrity and ethical conduct, Service to students, Advocacy, Decision making, Compliance with school and district regulations

Element	In Need of Assistance	Competent	Proficient	Distinguished
<i>Integrity And Ethical Conduct</i>	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public,	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality, and takes a leadership role with colleagues
<i>Service To Students</i>	Teacher is not alert to students' needs	Teacher's attempts to serve students are inconsistent	Teacher is active in serving students	Teacher is highly proactive in serving students, seeking out resources when needed.
<i>Advocacy</i>	Teacher contributes to school practices that result in some students being ill served by the school	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
<i>Decision Making</i>	Teacher makes decisions and recommendations based on self-serving interests	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
<i>Compliance With School And District Regulations</i>	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to "get by."	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Performance Criteria	Exceeds Expectations	Meets Expectations	Below Expectations	N/A
Attendance/Punctuality: Dependable, present at work and on time. Absences are properly scheduled and reported.				
Job Knowledge: Demonstrates the knowledge and skill necessary to perform the job effectively.				
Understands the expectations of the job and stays current with new methods, and processes in area of responsibility.				
Work Habits: Demonstrates commitment, dedication, cooperation, and positive behavior.				
Adaptability: Ability to adjust to changing situations, willing to learn and accept new and different tasks, responds appropriately to suggestions for work improvement.				
Interpersonal Skills: Maintains a positive working relationship with administrators, teachers and co-workers. Helps to create a hospitable and inclusive environment.				
Interactions with students are friendly and demonstrate warmth, caring and respect.				
Exhibits confidence, inspires respect and trust. Motivates students, and reacts well under pressure.				
Initiative/Problem Solving: Performs with minimal teacher supervision, seeks solutions to resolve unexpected problems that may arise.				

LCSD Teaching Assistant Performance Review

Employee:

Date:

Comment on overall employee performance:

Recommendations to enhance employee performance:

Employee comments:

Reviewer:

Employee:

Date:

Date: