2010-2011

ANNUAL

Professional Performance Learning Plan

HANDBOOK

Mission Statement

The District challenges individual maximum potential, prides itself on success and prepares contributing citizens for life.

Introduction

NYS Education Commissioner's regulation Part 100.2(o) requires the board of education to ensure that the performance of all professionals providing instruction or pupil personnel services is reviewed annually. The regulation calls for the development and adoption of an Annual Professional Performance Review plan.

The major goal of such Annual Professional Performance Review in the District is to provide a process that facilitates the improvement and enhancement of classroom instruction and learning, with positive impact on students, staff, and administrators and is directly connected to the District's strategic goals and objectives.

This process is provided to support the Annual Professional Performance Review, and is in compliance with the previously referenced NYSED regulations. It consists of self-assessment rubrics that indicate the district standards in the domains of competency. The professional will complete a self-assessment of the domains, identify an area for growth, and a chart of supporting activities, prior to an annual fall planning conference.

The Annual Professional Performance Learning Plan is intended to be summative in nature, providing a self-assessment of several aspects of professional performance, highlighting particular strengths and areas for growth, and providing suggestions and support for the professional's self-identified areas.

Annually, a collaborative ad hoc committee will review the process and adjust as determined.

The purpose is to:

- ❖ Enhance learning experiences for students,
- ❖ Encourage self-directed professional development in relation to our district's strategic goals and action plans,
- ❖ Develop collaborative relationships between instructional and administrative staff through structured planning and reflecting conversations.
- ❖ Reinforce excellence in teaching and learning.

THE SKILLS AND ATTRIBUTES OF EFFECTIVE TEACHERS

***Areas based on the work of Charlotte Danielson, Enhancing Professional Practice:
A Framework for Teaching. (1996) and (2007) Alexandria, VA: Association for Supervision and
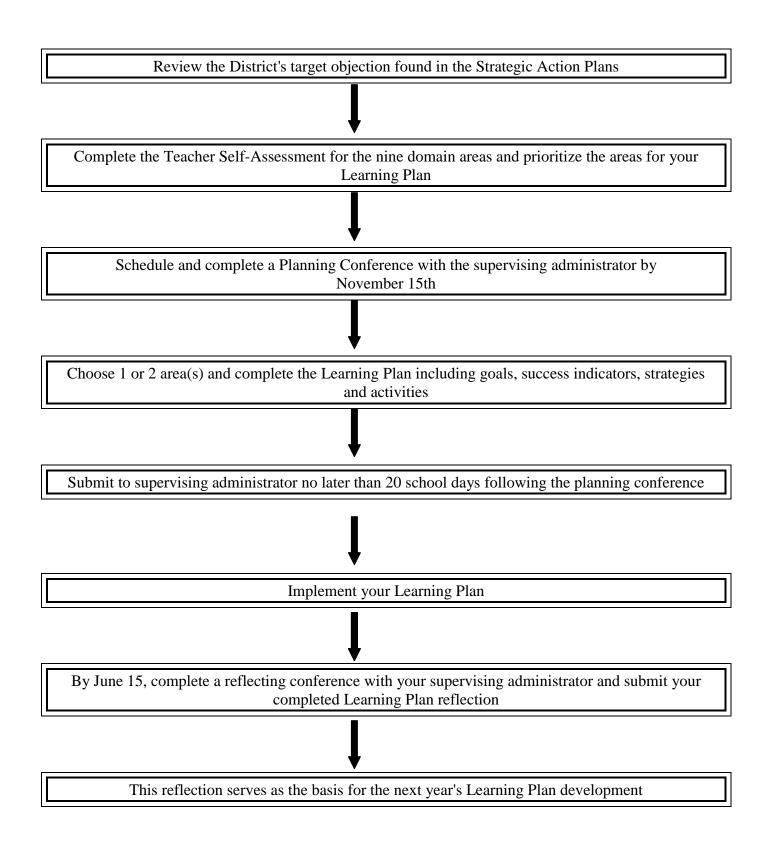Curriculum Development**

1. **Content Knowledge:** the teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum;

2. **Preparation and Planning:** 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;

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;

8. **Reflective and Responsive Practice:** the teacher shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis;

9. **Technology:** the teacher uses technology to support teaching and learning.

PROCESS

All professional staff will participate in the process that reflects self-identified areas of strength and growth. The self-assessment is documented through the use of the Teacher Assessment and Report form. Through the use of planning and reflecting conversations, a Learning Plan and Activity sheet will guide the professional's learning throughout the year.

STEP 1: By June 30th of the current school year, professional staff will receive the Annual Professional Performance Learning Plan packet. Prior to July 1st of the first year of implementation, the information will be presented to teachers.

STEP 2: A Planning conference between a supervising administrator and the professional to establish mutually agreed upon learning plan goals will take place by November 15. The professional will attend the planning conference having completed a self-assessment of his/her professional competencies. The professional may write commentary within each domain of the self-assessment document. A copy of the teacher's self-assessment rubric will be given to the administrator at the conclusion of this meeting.

STEP 3: Within twenty (20) school days of the planning conference, the professional will submit a learning plan with a schedule of planned activities (conference, workshops, curriculum work, classroom visits for the purpose of data collection) to his/her supervising administrator. A 2nd conference between the supervising administrator and the professional will occur to review the learning plan submitted by the professional if requested.

STEP 4: Professional will implement the learning plan.

STEP 5: A reflecting conference will be held no later than June 15. The professional will bring their completed learning plan to this meeting. The learning plan is placed in the professional's personnel file. At the conclusion of the reflecting conference, the professional will receive the next year's Annual Professional Performance packet and establish planning conversation meeting after July 1.

DEVELOPING AN INDIVIDUAL LEARNING PLAN

Review the District's target objection found in the Strategic Action Plans

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Complete the Teacher Self-Assessment for the nine domain areas and prioritize the areas for your Learning Plan

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Schedule and complete a Planning Conference with the supervising administrator by November 15th

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Choose 1 or 2 area(s) and complete the Learning Plan including goals, success indicators, strategies and activities

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Submit to supervising administrator no later than 20 school days following the planning conference

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Implement your Learning Plan

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By June 15, complete a reflecting conference with your supervising administrator and submit your completed Learning Plan reflection

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This reflection serves as the basis for the next year's Learning Plan development

FORMS:
Teacher Assessment Rubric
Learning Plan
Strategies for Achieving Goals

*Rubrics based on the work of Charlotte Danielson, Enhancing Professional Practice:
A Framework for Teaching. (1996) and (2007) Alexandria, VA: Association for Supervision and Curriculum Development

Teacher Assessment Rubric

Name _____ Date _____

School _____ Title _____

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.

1. <u>CONTENT KNOWLEDGE</u>

The teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
1.1 Knowledge of Content	Teacher makes content errors, or does not correct content errors students make. ☐	Teacher displays basic content knowledge, but cannot articulate connections with other parts of the discipline or with other disciplines. ☐	Teacher displays solid content knowledge, and makes connections between the content and other parts of the discipline and other disciplines. ☐	Teacher displays extensive content knowledge, with evidence of continued pursuit of knowledge. ☐
1.2 Knowledge of Curriculum	Teacher does not maintain content and skills in curriculum areas taught, or in methods of instruction and assessment. ☐	Teacher gains some knowledge of content and skills in curriculum area taught, and in methods of instruction and assessment. ☐	Teacher gains knowledge of content and skills in curriculum areas taught, employing new methods of instruction and assessment. ☐	Teacher actively pursues knowledge of content and skills in curriculum areas taught employing new methods of instruction and assessment. ☐
1.3 New York State Standards	Teacher does not plan, design, or deliver instruction based on NYS and local standards. ☐	Teacher gains some knowledge of content standards and performance indicators taught and in connection to classroom learning. ☐	Teacher gains knowledge of content standards and performance indicators taught and in connection to classroom learning. ☐	Teacher actively pursues knowledge of content standards and performance indicators taught and in connection to classroom learning. ☐

Teacher's Reflections:

Teacher Assessment Rubric

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2. <u>PREPARATION</u>

The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
2.1 Lesson or Unit Objectives	The lesson or unit has few or no clearly defined objectives, and/or the objectives are not supported by aligned activities. ☐	The lesson or unit has clearly defined objectives some of the time, and/or they are not supported by aligned activities of the lesson. ☐	The lesson or unit has clearly defined objectives most of the time, with aligned activities to support most of them. ☐	The objectives of the lesson or unit are clear and are supported by lesson activities aligned to the objectives. ☐
2.2 Preparation of Tasks and Activities	Tasks and activities for group and individual work are seldom well organized, and indicate how students assume responsibility for productivity. ☐	Tasks and activities for group and individual work are occasionally well organized, and indicate how students assume responsibility for productivity. ☐	Tasks and activities for group and individual work are frequently well organized, and indicate how students assume responsibility for productivity. ☐	Tasks and activities for group and individual work are consistently well organized, and indicate how students assume responsibility for productivity. ☐
2.3 Expectations for Learning and Achievement	Instructional goals, activities, interactions, and the classroom environment seldom convey high expectations for students. ☐	Instructional goals and activities, interactions, and the classroom environment occasionally convey high expectations for student achievement. ☐	Instructional goals, activities, interactions, and the classroom environment frequently convey high expectations for student achievement. ☐	Instructional goals, activities, interactions, and the classroom environment consistently convey high expectations for student achievement. ☐

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3. <u>INSTRUCTIONAL DELIVERY</u>

The teacher shall demonstrate that the delivery of instruction results in active student involvement, opriate teacher/student interaction, and meaningful lesson plans resulting in student learning.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
3.1 Directions and Procedures	Teacher directions and procedures are seldom clear, and are confusing to students. ☐	Teacher directions and procedures are occasionally clear to students, and anticipate possible student misunderstanding. ☐	Teacher directions and procedures are frequently clear to students, and anticipate possible student misunderstanding. ☐	Teacher directions and procedures are consistently clear to students, and anticipate possible student misunderstanding. ☐
3.2 Management of Transitions	Transitions are seldom smooth, and much time is lost during transitions. ☐	Transitions are occasionally smooth, with little loss of instructional time and with students assuming some responsibility for efficient operation. ☐	Transitions are frequently smooth, with little loss of instructional time and with students assuming some responsibility for efficient operation. ☐	Transitions are consistently smooth, with little loss of instructional time and with students assuming responsibility for efficient operation. ☐
3.3 Feedback to Students	Specific feedback to students is seldom of high quality. Opportunities are seldom available for students to use specific feedback in their learning. ☐	Specific feedback to students is occasionally of high quality. Opportunities are occasionally available for students to use specific feedback in their learning. ☐	Specific feedback to students is frequently of high quality. Opportunities are available for students to use specific feedback in their learning. ☐	Specific feedback to students is consistently of high quality. Opportunities are available for students to use specific feedback in their learning. Teacher seizes opportunities to enhance learning, building on student responses. ☐

	Not Meeting District Standard	**Minimally Meeting District Standard**	**Meets District Standard**	**Exceeds District Standard**
3.4 Effectiveness of Questions	Teacher's questions are of poor quality (i.e. Does everybody understand? Are there any questions?) with little use of Bloom's taxonomy for levels of cognitive and effective domains, and incorrect or no use of procedural, declarative and essential questions. There is not adequate time for students to respond. Students do not formulate questions. ☐	Teacher's questions are occasionally of high quality, using Bloom's taxonomy for levels of cognitive and affective domains, as well as correct use of procedural, declarative and essential questions. There is adequate time for students to respond. Students formulate few questions. ☐	Teacher's questions are frequently of high quality, using Bloom's taxonomy for levels of cognitive and affective domains, as well as correct use of procedural, declarative and essential questions. There is adequate time for students to respond. Students formulate some questions. ☐	Teacher 's questions are consistently of high quality, using Bloom's taxonomy for levels of cognitive and affective domains, as well as correct use of procedural, declarative and essential questions. There is adequate time for students to respond. Students formulate many questions. ☐
3.5 Oral and Written Language	Teacher's oral and written language seldom indicates high quality, varied vocabulary, and correct grammar. Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language may contain many grammar and syntax errors. ☐	Teacher's oral and written language occasionally indicates high quality, varied vocabulary, and correct grammar. Teacher's spoken language is clear and written language is legible. ☐	Teacher's oral and written language frequently indicates high quality, enriched vocabulary, and correct grammar. Teacher's spoken language is clear and concise, and written language is neat and organized. ☐	Teacher's oral and written language consistently indicates high quality, enriched vocabulary, and correct grammar. Teacher's spoken language is clear and concise, and written language is neat and organized. ☐

	Not Meeting District Standard	**Minimally Meeting District Standard**	**Meets District Standard**	**Exceeds District Standard**
3.6 Instructional Techniques	Teacher seldom varies instructional techniques to accommodate the variety of student learning styles. ☐	Teacher occasionally varies instructional techniques to accommodate the variety of student learning styles. ☐	Teacher frequently varies instructional techniques to accommodate the variety of student learning styles. ☐	Teacher consistently varies instructional techniques to best meet the variety of student learning styles for all students. ☐
3.7 Use of Materials	Teacher seldom selects materials, manipulatives, and models of high quality that are aligned to the learning objectives and contribute to the overall clarity and purpose of the lesson. ☐	Teacher occasionally selects materials, manipulatives, and models of high quality that are aligned to the learning objectives and contribute to the overall clarity and purpose of the lesson. ☐	Teacher frequently selects materials, manipulatives, and models of high quality that are aligned to the learning objectives and contribute to the overall clarity and purpose of the lesson. ☐	Teacher consistently selects materials, manipulatives, and models of high quality, that are aligned to the learning objectives and contribute to the overall clarity and purpose of the lesson. ☐
3.8 Facilitates Student Use of Technology	Teacher seldom encourages and/or facilitates the use of technology to further the learning process. ☐	Teacher occasionally encourages and facilitates the use of technology by students to further the learning process. ☐	Teacher frequently encourages and facilitates the students' use of technology to further the learning process. ☐	Teacher consistently encourages and facilitates students' use of technology to enhance the learning process. ☐
3.9 Use of Technology	Teacher seldom uses technology which enhances the teaching and learning environment. ☐	Teacher occasionally uses technology which enhances the teaching and learning environment ☐	Teacher frequently uses technology which enhances the teaching and learning environment. ☐	Teacher consistently uses technology which enhances the teaching and learning environment. ☐

Teacher's Reflections:

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School _____ Title _____

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4. CLASSROOM MANAGEMENT

The teacher shall demonstrate classroom management skills supportive of diverse student learning needs, which create an environment conducive to student learning.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
4.1 Classroom Climate	Teacher seldom interacts with students in a manner that promotes fairness and respect. ☐	Teacher occasionally interacts with students in a manner that promotes fairness and respect some of the time. ☐	Teacher frequently interacts with students in a manner that promotes fairness and respect most of the time. ☐	Teacher consistently interacts with students in a manner that promotes fairness and respect. ☐
4.2 Application of Expectations for Student Behavior	Standards of conduct are seldom clear to all students, and student behaviors indicate they do not understand and abide by the expectations. ☐	Standards of conduct are occasionally clear to all students, and student behaviors indicate they understand and abide by the expectations some of the time. ☐	Standards of conduct are frequently clear to all students, and student behaviors indicate they understand and abide by the expectations most of the time. ☐	Standards of conduct are consistently clear to all students, and student behaviors indicate they understand and abide by the expectations. ☐
4.3 Use of Instructional Time	Teacher seldom uses instructional time effectively. ☐	Teacher occasionally uses instructional time effectively. ☐	Teacher frequently uses instructional time effectively. ☐	Teacher consistently maximizes use of instructional time. ☐
4.4 Response to Student Misbehavior	Teacher response to misbehavior is seldom effective and sensitive to students' individual needs. ☐	Teacher response to misbehavior is occasionally effective and sensitive to students' individual needs. ☐	Teacher response to misbehavior is frequently effective and sensitive to students' individual needs. ☐	Teacher response to misbehavior is consistently effective and sensitive to students' individual needs. ☐

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
4.5 Teacher Interaction with Students	Teacher seldom demonstrates genuine caring and respect for individual students. Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate. ☐	Teacher occasionally demonstrates genuine caring and respect for individual students by using positive comments, sincere questions, and effective behavior modification when needed. ☐	Teacher frequently demonstrates genuine caring and respect for individual students by using positive comments, sincere questions, and effective behavior modification when needed. ☐	Teacher consistently demonstrates genuine caring and respect for individual students by using positive comments, sincere questions, and effective behavior modification when needed. ☐
4.6 Teacher's Attention to the Learning Environment	Teacher seldom arranges a learning environment conducive to enriched student learning experiences. ☐	Teacher occasionally arranges a learning environment conducive to enriched student learning experiences. ☐	Teacher frequently arranges a learning environment conducive to enriched student learning experiences. ☐	Teacher consistently arranges a learning environment conducive to enriched student learning experiences. ☐

Teacher's Reflections:

Teacher Assessment Rubric

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5. <u>STUDENT DEVELOPMENT</u>

The teacher shall demonstrate understanding and appreciation of diversity, and application of developmentally appropriate instructional strategies.

	Not Meeting District Standard	**Minimally Meeting District Standard**	**Meets District Standard**	**Exceeds District Standard**
5.1 Student Needs	Teacher is seldom proactive in understanding and diagnosing student learning needs, and seldom designs instruction based on those needs. ☐	Teacher is occasionally proactive in understanding and diagnosing student learning needs, and occasionally designs instruction based on those needs. ☐	Teacher is frequently proactive in understanding and diagnosing student learning needs, and often designs instruction based on those needs. ☐	Teacher is consistently proactive in understanding and diagnosing student learning needs, and consistently designs instruction based on those needs. ☐
5.2 Student Involvement and Participation	Teacher seldom delivers instruction that actively involves all students. ☐	Teacher occasionally delivers instruction that actively involves all students. ☐	Teacher frequently delivers instruction that actively involves all students. ☐	Teacher consistently delivers instruction that actively involves all students. ☐
5.3 Teacher/Student Interaction	Teacher interactions with students are seldom positive. ☐	Teacher interactions with students are occasionally positive. ☐	Teacher interactions with students are frequently positive. ☐	Teacher interactions with students are consistently positive. ☐

Teacher's Reflections:

Teacher Assessment Rubric and Report Form

Name   Date

School   Title

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6. STUDENT ASSESSMENT
The teacher implements assessment techniques based on appropriate learning standards.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
6.1 Techniques to Assess Students	Teacher seldom uses a wide variety of techniques to assess students. ☐	Teacher occasionally uses a wide variety of techniques to assess students. ☐	Teacher frequently uses a wide variety of techniques to assess students. ☐	Teacher consistently uses a wide variety of techniques to assess students. ☐
6.2 Measurement of Learning Goals	Teacher seldom articulates specific measurement strategies to assess learning goals based on student assessment data. ☐	Teacher occasionally articulates specific measurement strategies to assess learning goals based on student assessment data. ☐	Teacher frequently articulates specific measurement strategies to assess learning goals based on student assessment data. ☐	Teacher consistently articulates specific measurement strategies to assess learning goals based on student assessment data. ☐
6.3 Congruence with Instructional Goals	The proposed approach to assessment is seldom congruent with the instructional goals, both in content and process. ☐	The proposed approach to assessment is occasionally congruent with the instructional goals, both in content and process. ☐	The proposed approach to assessment is frequently congruent with the instructional goals, both in content and process. ☐	The proposed approach to assessment is consistently congruent with the instructional goals, both in content and process. ☐
6.4 Student Involvement in Self Assessment	Teacher seldom uses a wide variety of methods to involve students in assessing their own learning. ☐	Teacher occasionally uses a wide variety of methods to involve students in assessing their own learning. ☐	Teacher frequently uses a wide variety of methods to involve students in assessing their own learning. ☐	Teacher consistently uses a wide variety of methods to involve students in assessing their own learning. ☐

6.5 **System for Measuring Student Progress**	Teacher's system for maintaining information on student completion of assignments is seldom organized and effective.	Teacher's system for maintaining information on student completion of assignments is occasionally organized and effective.	Teacher's system for maintaining information on student completion of assignments is frequently organized and effective.	Teacher's system for maintaining information on student completion of assignments is consistently well organized and effective.
	☐	☐	☐	☐
6.6 **Criteria and Standards**	Assessment criteria and standards are seldom articulate, and have been clearly communicated to Students.	Assessment criteria and standards are occasionally articulated, and have been clearly communicated to students.	Assessment criteria and standards are frequently articulated, and have been clearly communicated to students.	Assessment criteria and standards are consistently articulated, and have been clearly communicated to students.
	☐	☐	☐	☐

Teacher's Reflections:

Teacher Assessment Rubric and Report Form

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7. <u>COLLABORATION</u>

The teacher shall demonstrate an effective collaborative relationship with student, parents or caregivers, and support personnel to meet the learning needs of students.

	Not Meeting District Standard	**Minimally Meeting District Standard**	**Meets District Standard**	**Exceeds District Standard**
7.1 Work with Administrators	Teacher seldom works collaboratively with administrators. ☐	Teacher occasionally works collaboratively with administrators. ☐	Teacher frequently works collaboratively with administrators. ☐	Teacher consistently works collaboratively and respectfully with administrators. ☐
7.2 Work with Colleagues/ Instructional Program	Teacher seldom works collaboratively and respectfully with colleagues to improve student learning. ☐	Teacher occasionally works collaboratively and respectfully with colleagues to improve student learning. ☐	Teacher frequently works collaboratively and respectfully with colleagues to improve student learning. ☐	Teacher consistently works collaboratively and respectfully with colleagues to improve student learning. ☐
7.3 Collaboration with Parents	Teacher seldom works respectfully with parents to offer a collaborative environment in an effort to improve student learning. ☐	Teacher occasionally works respectfully with parents to offer a collaborative environment in an effort to improve student learning. ☐	Teacher frequently works respectfully with parents to offer a collaborative environment in an effort to improve student learning. ☐	Teacher consistently works respectfully with parents to offer a collaborative environment in an effort to improve student learning. ☐

Teacher's Reflections:

Teacher Assessment Rubric and Report Form

Name _____   Date _____

School _____   Title _____

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8. <u>REFLECTIVE & RESPONSIVE PRACTICES</u>

The teacher shall demonstrate a reflective and responsive practice.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
8.1 Adjusts Lessons	Teacher seldom reviews, assesses, and adjusts lessons based on student need and performance. ☐	Teacher occasionally reviews, assesses, and adjusts lessons based on student need and performance. ☐	Teacher frequently reviews, assesses, and adjusts lessons based on student need and performance. ☐	Teacher consistently reviews, assesses, and adjusts lessons based on student need and performance. ☐
8.2 Reflects on the Effectiveness of Lessons	Teacher seldom makes an 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 strength of each. ☐	Teacher occasionally makes an 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 strength of each. ☐	Teacher frequently makes an accurate assessment of lesson effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each. ☐	Teacher consistently makes an accurate assessment of lesson effectiveness and the extent to which it has achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each. ☐
8.3 Knowledge of Prerequisite Curriculum	Teacher seldom builds on knowledge of prerequisite curriculum when describing instruction or seeking causes for student misunderstanding. ☐	Teacher occasionally builds on knowledge of prerequisite curriculum, some of the time, when describing instruction or seeking causes for student misunderstanding. ☐	Teacher frequently builds on knowledge of prerequisite curriculum, most of the time, when describing instruction or seeking causes for student misunderstanding. ☐	Teacher consistently builds on knowledge of prerequisite curriculum when describing instruction or seeking causes for student misunderstanding. ☐

8.4 **Professional Development**	Teacher seldom engages in professional development activities to enhance professional knowledge or skills.	Teacher occasionally pursues opportunities for professional development to enhance content knowledge and skills.	Teacher frequently pursues opportunities for professional development to enhance content knowledge and skills.	Teacher consistently pursues opportunities for professional development and applies new skills in the classroom.
	☐	☐	☐	☐

Teacher's Reflections:

Teacher Assessment Rubric and Report Form

Name _____ Date _____

School _____ Title _____

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9. TECHNOLOGY

The teacher uses technology to support teaching and learning.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
9.1 Adjusts Lessons	Teacher seldom reviews, assesses, and adjusts lessons based on student need and performance. ☐	Teacher occasionally reviews, assesses, and adjusts lessons based on student need and performance. ☐	Teacher frequently reviews, assesses, and adjusts lessons based on student need and performance. ☐	Teacher consistently reviews, assesses, and adjusts lessons based on student need and performance. ☐
9.2 Reflects on the Effectiveness of Lessons	Teacher seldom makes an 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 strength of each. ☐	Teacher occasionally makes an 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 strength of each. ☐	Teacher frequently makes an accurate assessment of lesson effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each. ☐	Teacher consistently makes an accurate assessment of lesson effectiveness and the extent to which it has achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each. ☐
9.3 Knowledge of Prerequisite Curriculum	Teacher seldom builds on knowledge of prerequisite curriculum when describing instruction or seeking causes for student misunderstanding. ☐	Teacher occasionally builds on knowledge of prerequisite curriculum, some of the time, when describing instruction or seeking causes for student misunderstanding. ☐	Teacher frequently builds on knowledge of prerequisite curriculum, most of the time, when describing instruction or seeking causes for student misunderstanding. ☐	Teacher consistently builds on knowledge of prerequisite curriculum when describing instruction or seeking causes for student misunderstanding. ☐

| 9.4 **Professional Development** | Teacher seldom engages in professional development activities to enhance professional knowledge or skills. ☐ | Teacher occasionally pursues opportunities for professional development to enhance content knowledge and skills. ☐ | Teacher frequently pursues opportunities for professional development to enhance content knowledge and skills. ☐ | Teacher consistently pursues opportunities for professional development and applies new skills in the classroom. ☐ |

Teacher's Reflections:

School Library Media Specialist Assessment Rubric

Name _____   Date _____

School _____   Title _____

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.

1. SCHOOL LIBRARY ADMINISTRATION

The SLMS (School Library Media Specialist) actively manages library programs and services in an open and flexible environment in order that the overall library program may contribution to the state educational mission and goals of the school.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
1.1 Program Planning and Development	The SLMS does not realize and ensure that ongoing planning and continuing assessment are essential elements in the development, implementation and improvement of an effective library media program. ☐	The SLMS infrequently realizes and ensures that ongoing planning and continuing assessment are essential elements in the development, implementation and improvement of an effective library media program. ☐	The SLMS frequently realizes and ensure that ongoing planning and continuing assessment are essential elements in the development, implementation and improvement of an effective library media program. ☐	The SLMS consistently realizes and ensures that ongoing planning and continuing assessment are essential elements in the development, implementation and improvement of an effective library media program. ☐
1.2 Promotion of Library Programs and Services	The SLMS does not recognize and promote the mission,goals, services and impact of the library program throughout the learning community, and does not seek input from staff and students. ☐	The SLMS infrequently recognizes and promotes the mission,goals,services and impact of the library program throughout the learning community and seeks input from staff and students. ☐	The SLMS frequently recognizes and promotes the mission, goals, services and impact of the library program throughout the learning community and seeks input from staff and students ☐	The SLMS actively recognizes and promotes the mission,goals,services and impact of the library program throughout the learning community and seeks input from staff and students. ☐

1.3 Scheduling	The SLMS does not display flexibility and does not strive to accommodate the multiple needs of the learning community. ☐	The SLMS infrequently displays flexibility and strives to accommodate the multiple needs of the learning community. ☐	The SLMS frequently displays flexibility and strives to accommodate the multiple needs of the learning community. ☐	The SLMS displays flexibility and strives to accommodate the multiple needs of the learning community. ☐
1.4 Human Resources	The SLMS does not encourage the library staff to fulfill their job expectations and develop skills to ensure optimum utilization of the library. ☐	The SLMS infrequently encourages the library staff to fulfill their job expectations and develop skills to ensure optimum utilization of the library. ☐	The SLMS frequently encourages the library staff to fulfill their job expectations and develop skills to ensure optimum utilization of the library. ☐	The SLMS encourages the library staff to fulfill their job expectations and develop skills to ensure optimum utilization of the library. ☐

Teacher's Reflections:

School Library Media Specialist Assessment Rubric

Name _____   Date _____

School _____   Title _____

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2. LIBRARY BUDGET

The SLMS (School Library Media Specialist) takes a leading role in planning and managing a program budget that provides for the ongoing acquisition, updating, and expansion of library materials to support curricular and other learning needs.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
2.1 Budget Planning	The SLMS does not determine the school's informational and instructional needs and does not develop a budget that provides for the purchasing and upkeep of all resources the library media program requires to meet those needs. ☐	The SLMS infrequently determines the school's informational needs and develops a budget that provides for the purchasing and upkeep of all resources the library media program requires to meet those needs. ☐	The SLMS frequently determines the school's informational and instructional needs and develops a budget that provides for the purchasing and upkeep of all resources the library media program required to meet those needs. ☐	The SLMS consistently determines the school's informational instructional needs and develops a budget that provides for the purchasing and upkeep of all resources the library media program requires to meet those needs. ☐
2.2 Budget Management	The SLMS does not administer the budget according to sound accounting practices to meet all informational and instructional needs and does not report all expenses as required by local policies in a timely manner. ☐	The SLMS infrequently administers the budget according to sound accounting practices to meet all informational and instructional needs and reports all expenses as required by local policies in a timely manner. ☐	The SLMS frequently administers the budget according to sound accounting practices to meet all informational and instructional needs and reports all expenses as required by local policies in a timely manner. ☐	The SLMS consistently administers the budget according to sound accounting practices to meet all informational and instructional needs and reports all expenses as required by local policies in a timely manner. ☐

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
2.3 Financial Data Management	The SLMS does not maintain current information on the costs of library materials and resources, and contractual expenses	The SLMS infrequently administers the budget according to sound accounting practices to meet all informational and instructional needs and reports all expenses as required by local policies in a timely manner	The SLMS frequently administers the budget according to sound accounting practices to meet all informational and instructional needs and reports all expenses as required by local policies in a timely manner.	The SLMS consistently determines the school's informational and instructional needs and develops a budget that provides for the purchasing and upkeep of all resources the library media program requires to meet those needs.
	☐	☐	☐	☐
2.4 Financial Record Keeping	The SLMS does not use sound methods to process and maintain accurate financial records in a timely manner.	The SLMS infrequently uses sound methods to process and maintain accurate financial records in a timely manner.	The SLMS frequently uses sound methods to process and maintain accurate financial records in a timely manner.	The SLMS consistently uses sound methods to process and maintain accurate financial records in a timely manner.
	☐	☐	☐	☐

Teacher's Reflections:

School Library Media Specialist Assessment Rubric

Name   Date

School   Title

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3. COLLECTION DEVELOPMENT

The SLMS (School Library Media Specialist) selects and provides exemplary resources through collection development.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
3.1 Provides a variety of materials for informational and personal use.	The SLMS does not provide a variety of materials to help students and staff achieve educational and personal goals. ☐	The SLMS infrequently provides a variety of materials to help students and staff achieve educational and personal goals. ☐	The SLMS frequently provides a variety of materials to help students and staff achieve educational and personal goals. ☐	The SLMS consistently provides a variety of materials to help students and staff achieve educational and personal goals. ☐
3.2 Selects materials which support the school's educational philosophy and curriculum	The SLMS does not show extensive planning in the selection of appropriate materials that support the school's educational philosophy and curriculum. ☐	The SLMS infrequently shows extensive planning in the selection of appropriate materials that support the school's educational philosophy and curriculum. . ☐	The SLMS frequently shows extensive planning in the selection of appropriate materials that support the school's educational philosophy and curriculum. ☐	The SLMS consistently shows extensive planning in the selection of appropriate materials that support the school's educational philosophy and curriculum. ☐
3.3 Keeps automated catalog current	The SLMS does not keep the automated catalog current. ☐	The SLMS infrequently keeps the automated catalog current. ☐	The SLMS frequently keeps the automated catalog current. ☐	The SLMS consistently keeps the automated catalog current. ☐

3.4 Maintains statistical records and the shelf list needed to verify the collection of library media center holdings.	The SLMS does not maintain accurate statistical records in an efficient manner. ☐	The SLMS infrequently maintains accurate statistical records in an efficient manner. ☐	The SLMS frequently maintains accurate statistical records in an efficient manner. ☐	The SLMS consistently maintains accurate statistical records in an efficient manner. ☐
3.5 Maintains and realigns the collection and takes inventory	The SLMS does not demonstrate a high level of ability to maintain and realign the collection to support the curriculum, and does not take annual inventory. ☐	The SLMS infrequently demonstrates a high level of ability to maintain and realign the collection to support the curriculum, and does not take annual inventory. ☐	The SLMS frequently demonstrates a high level of ability to maintain and realign the collection to support the curriculum, and does not take annual inventory. ☐	The SLMS consistently demonstrates a high level of ability to maintain and realign the collection to support the curriculum, and does not take annual inventory. ☐

Teacher's Reflections:

School Library Media Specialist Assessment Rubric

Name _____   Date _____

School _____   Title _____

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4. FACILITIES MANAGEMENT

The SLMS (School Library Media Specialist) will maintain an effective Library Media Center (LMC) that is inviting, accessible and staffed for individual and group use.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
4.1 Policies and Procedures	The SLMS does not reevaluate and does not develop policies and procedures that insure flexible use of the LMC. ☐	The SLMS infrequently reevaluates and develops policies and procedures that insure flexible use of the LMC. ☐	The SLMS frequently reevaluates and develops policies and procedures that insure flexible use of the LMC. ☐	The SLMS consistently reevaluates and develops policies and procedures that insure flexible use of the LMC. ☐
4.2 Physical Environment	The SLMS does not work with administration and staff to implement a state of the art facility which allows for enriched learning experiences and intellectual growth. ☐	The SLMS infrequently works with administration and staff to implement a state of the art facility which allows for enriched learning experiences and intellectual growth. . ☐	The SLMS frequently works with administration and staff to implement a state of the art facility which allows for enriched learning experiences and intellectual growth. ☐	The SLMS consistently works with administration and staff to implement a state of the art facility which allows for enriched learning experiences and intellectual growth. ☐

Teacher's Reflections:

School Library Media Specialist Assessment Rubric

Name _____   Date _____

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5. COLLABORATIVE PLANNING AND INSTRUCTION

The SLMS (School Library Media Specialist) will demonstrate an effective collaborative relationship with teachers to integrate research, information skills, and literature ppreciation into the school curriculum.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
5.1 Collaborative Planning	The SLMS does not initiate meetings with teachers to collaboratively plan information literacy skills and literature appreciation activities that integrate with curriculum objectives. ☐	The SLMS infrequently initiates meetings with teachers to collaboratively plan information literacy skills and literature appreciation activities that integrate with curriculum objectives. ☐	The SLMS frequently initiates meetings with teachers to collaboratively plan information literacy skills and literature appreciation activities that integrate with curriculum objectives. ☐	The SLMS consistently initiates meetings with teachers to collaboratively plan information literacy skills and literature appreciation activities that integrate with curriculum objectives. ☐
5.2 Collaborative Learning and Instruction	The SLMS does not provide frequent opportunities for students to develop information literacy skills and literature appreciation. ☐	The SLMS infrequently provides opportunities for students to develop information literacy skills and literature appreciation. . ☐	The SLMS frequently provides opportunities for students to develop information literacy skills and literature appreciation. ☐	The SLMS consistently provides opportunities for students to develop information literacy skills and literature appreciation. ☐

Teacher's Reflections:

School Library Media Specialist Assessment Rubric

Name _____ Date _____

School _____ Title _____

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6. COMMUNICATION

The SLMS (School Library Media Specialist) promotes the library media program, services and its materials by maintaining a positive relationship with students, staff and community.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
6.1 Communication with the District	The SLMS does not communicate and does not advocate to all members of the school learning community the value and importance of the library program in relation to student achievement. ☐	The SLMS infrequently communicates and advocates to all members of the school learning community the value and importance of the library program in relation to student achievement. ☐	The SLMS frequently communicates and advocates to all members of the school learning community the value and importance of the library program in relation to student achievement. ☐	The SLMS consistently communicates and advocates to all members of the school learning community the value and importance of the library program in relation to student achievement. ☐
6.2 Communication Outside the District	The SLMS does not publicize the library media program and does not provide links to the larger community by serving on various district and school committees, regional library system committees, professional association committees and boards. ☐	The SLMS infrequently publicizes the library media program and does not provide links to the larger community by serving on various district and school committees, regional library system committees, professional association committees and boards. ☐	The SLMS frequently publicizes the library media program and does not provide links to the larger community by serving on various district and school committees, regional library system committees, professional association committees and boards. ☐	The SLMS consistently publicizes the library media program and does not provide links to the larger community by serving on various district and school committees, regional library system committees, professional association committees and boards. ☐

Teacher's Reflections:

School Library Media Specialist Assessment Rubric

Name _____   Date _____

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7. PROFESSIONAL KNOWLEDGE

The SLMS (School Library Media Specialist) shall maintain and enhance professional knowledge in information science and technology by participating in various professional organizations and activities which relate to the library program.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
7.1 Professional Development	The SLMS does not pursue opportunities for professional development experiences. ☐	The SLMS infrequently pursues opportunities for professional development experiences. ☐	The SLMS frequently pursues opportunities for professional development experiences. ☐	The SLMS consistently pursues opportunities for professional development experiences. ☐
7.2 Content Knowledge	The SLMS does not exhibit extensive knowledge of current research and does not apply this knowledge to promote information literacy in the library program. ☐	The SLMS infrequently exhibits extensive knowledge of current research and does not apply this knowledge to promote information literacy in the library program. ☐	The SLMS frequently exhibit extensive knowledge of current research and does not apply this knowledge to promote information literacy in the library program. ☐	The SLMS consistently exhibit extensive knowledge of current research and does not apply this knowledge to promote information literacy in the library program. ☐

Teacher's Reflections:

Pupil Personnel Services Rubric and Report Form

Name _____ Date _____

School _____ Title _____

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1. COMMUNICATION

The Pupil Personnal Worker shall effectively use oral, written and non-verbal communications skills.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
1.1 Oral Communications	The Pupil Personnel Worker does not orally communicate findings and recommendations to students, parents, teachers, and other professionals in language that is understandable. ☐	The Pupil Personnel Worker communicates orally with some difficulty the findings and recommendations to students, parents, teachers and other professionals in language that is very understandable. ☐	The Pupil Personnel Worker adequately communicates orally the findings and recommendations to students, parents, teachers and other professionals in language that is very understandable. ☐	The Pupil Personnel Worker communicates orally with a high degree of skill the findings and recommendations to students, parents, teachers and other professionals in language that is very understandable. ☐
1.2 Recommendation	The Pupil Personnel Worker generates recommendations that are not appropriate to students' needs. ☐	The Pupil Personnel Worker generates recommendations that are somewhat appropriate to students' needs. ☐	The Pupil Personnel Worker generates recommendations that are appropriate to students' needs. ☐	The Pupil Personnel Worker generates recommendations that are highly appropriate to student's needs. ☐

1.3 Written Communication	The Pupil Personnel Worker demonstrates little ability to integrate background information, behavioral observations, assessment data and the opinions of others who instruct or have assessed the student into a cohesive, relevant report.	The Pupil Personnel Worker demonstrates some ability to integrate background information, behavioral observations, assessment data and the opinions of others who instruct or have assessed the student into a cohesive, relevant report.	The Pupil Personnel Worker demonstrates the ability to integrate background information, behavioral observations, assessment data and the opinions of others who instruct or have assessed the student into a cohesive, relevant report.	The Pupil Personnel Worker demonstrates a high ability to integrate background information, behavioral observations, assessment data and the opinions of others who instruct of have assessed the student into a cohesive, relevant report.
	☐	☐	☐	☐

Teacher's Reflections:

Pupil Personnel Services Rubric and Report Form

Name   Date

School   Title

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2. PROFESSIONAL KNOWLEDGE

The Pupil Personnel Worker shall demonstrate a thorough knowledge of the professional skills a they relate to their area of expertise.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
2.1 Knowledge of Resources	The Pupil Personnel Worker exhibits little knowledge of other professional resources in the school and in the community and when to access them. This includes referrals made to outside agencies when a condition is identified which is outside the treatment competencies of the Pupil Personnel Worker. ☐	The Pupil Personnel Worker exhibits some knowledge of other professional resources in the school and in the community and when to access them. This includes referrals made to outside agencies when a condition is identified which is outside the treatment competencies of the Pupil Personnel Worker. ☐	The Pupil Personnel Worker exhibits knowledge of other professional resources in the school and in the community and when to access them. This includes referrals made to outside agencies when a condition is identified which is outside the treatment competencies of the Pupil Personnel Worker. ☐	The Pupil Personnel Worker exhibits extensive knowledge of other professional resources in the school and in the community and when to access them. This includes referrals made to outside agencies when a condition is identified which is outside the treatment competencies of the Pupil Personnel Worker. ☐
2.2 Resourcefulness	The Pupil Personnel Worker exhibits little knowledge of advocacy and referral when generating intervention recommendations appropriate to student development and needs. ☐	The Pupil Personnel Worker exhibits some knowledge of advocacy and referral when generating intervention recommendations appropriate to student development and needs. ☐	The Pupil Personnel Worker exhibits adequate knowledge of advocacy and referral when generating intervention recommendations appropriate to student development and needs. ☐	The Pupil Personnel Worker exhibits extensive knowledge of advocacy and referral when generating intervention recommendations appropriate to student development and needs. ☐

2.3 **Acquire Knowledge/Skills**	The Pupil Personnel Worker demonstrates little willingness to add knowledge/skills as it relates to specific student needs. ☐	The Pupil Personnel Worker demonstrates some willingness to add knowledge/skills as it relates to specific student needs. ☐	The Pupil Personnel Worker demonstrates a willingness to add knowledge/skills as it relates to specific student needs. ☐	The Pupil Personnel Worker demonstrates high level of willingness to add knowledge/skills as it relates to specific student needs. ☐
2.4 **Research Based Practices**	The Pupil Personnel Worker does not integrate researched based programs in their practice. ☐	The Pupil Personnel Worker does integrate researched based programs in their practice. ☐	The Pupil Personnel Worker frequently integrates researched based programs in their practice. ☐	The Pupil Personnel Worker consistently integrates researched based programs in their practice. ☐

Teacher's Reflections:

Pupil Personnel Services Rubric and Report Form

Name _____   Date _____

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3. COLLABORATION

The Pupil Personnel Worker shall demonstrate an effective collaborative relationship with students, parents or guardians, and support personnel to meet the emotional needs of students.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
3.1 Works Collaboratively with Colleagues	The Pupil Personnel Worker does not work collaboratively with colleagues. ☐	The Pupil Personnel Worker sometimes works collaboratively with colleagues. ☐	The Pupil Personnel Worker frequently works collaboratively with colleagues. ☐	The Pupil Personnel Worker consistently works collaboratively with colleagues. ☐
3.2 Collaborates with Parents	The Pupil Personnel Worker does not collaborate with parents. ☐	The Pupil Personnel Worker sometimes collaborates with parents. ☐	The Pupil Personnel Worker frequently collaborates with parents. ☐	The Pupil Personnel Worker consistently collaborates with parents. ☐
3.3 Collaborates with Community Agencies	The Pupil Personnel Worker does not work collaboratively with community agencies. ☐	The Pupil Personnel Worker sometimes works collaboratively with community agencies. ☐	The Pupil Personnel Worker frequently works collaboratively with community agencies. ☐	The Pupil Personnel Worker consistently works collaboratively with community agencies. ☐

Teacher's Reflections:

Pupil Personnel Services Rubric and Report Form

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4. PROFESSIONAL DELIVERY

The Pupil Personnel Worker shall demonstrate reliability, responsiveness, and resourcefulness in fulfillment of roles and responsibilities in dealing with students, parents, teachers and other professionals.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
4.1 Developmentally appropriate Intervention Strategies	The Pupil Personnel Worker does not respond with developmentally appropriate intervention strategies. ☐	The Pupil Personnel Worker sometimes responds with developmentally appropriate intervention strategies. ☐	The Pupil Personnel Worker frequently responds with developmentally appropriate intervention strategies. ☐	The Pupil Personnel Worker consistently responds with developmentally appropriate intervention strategies. ☐
4.2 Initiative	The Pupil Personnel Worker demonstrates little initiative in response to student concerns. ☐	The Pupil Personnel Worker demonstrates some initiative in response to student concerns. ☐	The Pupil Personnel Worker demonstrates initiative in response to student concerns. ☐	The Pupil Personnel Worker demonstrates a high level of initiative in response to student concerns. ☐
4.3 Advocacy and Referral	The Pupil Personnel Worker does not advocate and refer on the behalf of students/families. ☐	The Pupil Personnel Worker sometimes advocates and refers on the behalf of students/families. ☐	The Pupil Personnel Worker frequently advocates and refers on the behalf of students/families. ☐	The Pupil Personnel Worker consistently advocates and refers on the behalf of students/families. ☐

4.4 Flexibility, Cooperation and Creativity	The Pupil Personnel Worker does not demonstrate flexibility, cooperation, creativity in their interactions with students, staff, parents and other professionals. ☐	The Pupil Personnel Worker demonstrates some flexibility, cooperation, creativity in their interactions with students, staff, parents and other professionals. ☐	The Pupil Personnel Worker demonstrates flexibility, cooperation, creativity in their interactions with students, staff, parents and other professionals. ☐	The Pupil Personnel Worker does not demonstrates a high level of flexibility, cooperation, creativity in their interactions with students, staff, parents and other professionals. ☐
4.5 Openness, Acceptance, Tolerance and Empathy	The Pupil Personnel Worker shows little openness, acceptance, tolerance and empathy in their relationships with others. ☐	The Pupil Personnel Worker shows openness, acceptance, tolerance and empathy in their relationships with others. ☐	The Pupil Personnel Worker regularly shows openness, acceptance, tolerance and empathy in their relationships with others. ☐	The Pupil Personnel Worker shows a high level of openness, acceptance, tolerance and empathy in their relationships with others. ☐
4.6 Understanding and appreciation of Diversity	The Pupil Personnel Worker does not demonstrate an understanding or appreciation of diversity. ☐	The Pupil Personnel Worker demonstrates an understanding or appreciation of diversity. ☐	The Pupil Personnel Worker frequently demonstrates an understanding or appreciation of diversity. ☐	The Pupil Personnel Worker consistently demonstrates an understanding or appreciation of diversity. ☐

Teacher's Reflections:

Pupil Personnel Services Rubric and Report Form

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5. REFLECTIVE AND RESPONSIVE PRACTICES

The Pupil Personnel Worker uses reflective and responsive practices to promote professional growth.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
5.1 Responsiveness to the Need for Emergency Intervention	The Pupil Personnel Worker does not make adjustments of priorities based on the needs of a crisis. ☐	The Pupil Personnel Worker makes some adjustments of priorities based on the needs of a crisis. ☐	The Pupil Personnel Worker makes frequent adjustments of priorities based on the needs of a crisis. ☐	The Pupil Personnel Worker consistently makes adjustments of priorities based on the needs of a crisis. ☐
5.2 Responsiveness to Individual Needs of Students, Parents, Staff for Long-Term Intervention	The Pupil Personnel Worker does not consider the individual needs of those involved to establish plans and goals for long-term intervention. ☐	The Pupil Personnel Worker makes some consideration of the needs of those involved to establish plans and goals for long-term intervention. ☐	The Pupil Personnel Worker makes frequent consideration of the needs of those involved to establish plans and goals for long-term intervention. ☐	The Pupil Personnel Worker makes consistent thoughtful and accurate assessment of individual needs of those involved to establish plans and goals for long-term intervention. ☐
5.3 Reflective Practices	The Pupil Personnel Worker does not reflect on situations so that future performance can be changed. ☐	The Pupil Personnel Worker reflects on situations and uses that information to make some improvements to future performance. ☐	The Pupil Personnel Worker reflects on situations and uses that information to make frequent improvements to future performance. ☐	The Pupil Personnel Worker consistently makes thoughtful and accurate assessment of their own performance in order to improve future performance. ☐

Teacher's Reflections:

Pupil Personnel Services Rubric and Report Form

Name _____   Date _____

School _____   Title _____

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6. SPECIALIZED COMPETENCIES – SCHOOL PSYCHOLOGISTS

The Pupil Personnel Worker uses specialized competencies in their practice.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
6.1 Screening	The School Psychologist exhibits little or no ability to conduct and/or coordinate appropriate multi-disciplinary screenings as a pre-referral intervention. ☐	The School Psychologist exhibits some ability to conduct and/or coordinate appropriate multi-disciplinary screenings as a pre-referral intervention. ☐	The School Psychologist exhibits the ability to conduct and/or coordinate appropriate multi-disciplinary screenings as a pre-referral intervention. ☐	The School Psychologist is highly skilled at conducting and/or coordinating appropriate multi-disciplinary screenings as a pre-referral intervention. ☐
6.2 Knowledge of Current Instruments	The School Psychologist exhibits little or no knowledge of assessment techniques based on current best practices. ☐	The School Psychologist exhibits some knowledge of assessment techniques based on current best practices. ☐	The School Psychologist exhibits a working knowledge of assessment techniques based on current best practices. ☐	The School Psychologist exhibits a high level of knowledge of assessment techniques based on current best practices. ☐
6.3 Integration of Data with Recommendations	The School Psychologist does not integrate data obtained from assessment to make an appropriate link to school based intervention. ☐	The School Psychologist exhibits some ability to integrate data obtained from assessment to make an appropriate link to school based intervention. ☐	The School Psychologist integrates data obtained from assessment to make an appropriate link to school based intervention. ☐	The School Psychologist is highly skilled at integrating data obtained from assessment to make an appropriate link to school based intervention. ☐

Teacher's Reflections:

Pupil Personnel Services Rubric and Report Form

Name _____   Date _____

School _____   Title _____

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7. SPECIALIZED COMPETENCIES – GUIDANCE COUNSELOR

The Pupil Personnel Worker uses specialized competencies in their practice.

	Not Meeting District Standard	Minimally Meeting District Standard	Meets District Standard	Exceeds District Standard
7.1 Early Student Career Exploration (Middle Level)	The Counselor does not organize or facilitate age appropriate career exploration experiences. ☐	The Counselor demonstrates some ability to organize and facilitate age appropriate career exploration experiences. ☐	The Counselor organizes and facilitates age appropriate career exploration experiences. ☐	The Counselor is highly skilled at organizing and facilitating age appropriate career exploration experiences. ☐
7.2 Academic Achievement	The Counselor does not promote or communicate with parents and/or students the essential components of academic success. ☐	The Counselor at times promotes and/or communicates with parents and students the essential components for academic success. ☐	The Counselor promotes and communicates with parents and students the essential components for academic success. ☐	The Counselor consistently promotes and communicates with parents and students the essential components for academic success. ☐

7.3 Transition Options for Post-Secondary	The Counselor does not generate post-secondary options that are appropriate to the students' plans that fit that aptitude and interests. ☐	The Counselor generates post-secondary options that are somewhat appropriate to the students' plans that fit that aptitude and interests. ☐	The Counselor does not generate post-secondary options that are appropriate to the students' plans that fit that aptitude and interests. ☐	The Counselor does not generate post-secondary options that are highly appropriate to the students' plans that fit that aptitude and interests. ☐
7.4 Organizes and Integrates Elements of Pre-College Intervention into Student Career Development Plans (Middle and Secondary Levels)	The Counselor does not demonstrate the ability organize and integrate elements of pre-college counseling and guidance concepts into the career plans of students. ☐	The Counselor demonstrates some ability to organize and integrate elements of pre-college counseling and guidance concepts into the career plans of students. ☐	The Counselor demonstrates the ability to organize and integrate elements of pre-college counseling and guidance concepts into the career plans of students. ☐	The Counselor is highly skilled at organizing and integrating elements of pre-college counseling and guidance concepts into the career plans of students. ☐

Teacher's Reflections:

DISTRICT

LEARNING PLAN

Name of Teacher _____

School Building _____

Assignment _____

1st meeting date: _____ 2nd meeting date:_____ 3rd meeting date: _____

Describe your professional learning goal. The description must indicate the direct impact on your job performance within one of the nine domains indicated in the performance criteria. (See assessment rubric descriptions).

Domain:

Goal Description:

\

Please refer to attached page for the Professional Learning Plan.

_____/_____   _____/_____
Employee   Date   Administrator   Date

Success Indicators

Strategies and Activities	Date Completed

Strategies for Achieving Learning Plan Goals

The Annual Professional Performance Learning Plan process includes a planning conference with a supervising administrator to establish the learning goal for the year. Within 20 school days following the planning conference, the professional will meet again with the administrator to submit and review the completed learning plan.

The strategies for achieving the goal(s) will be listed in the learning plan and may include, but are not limited to the following activities:

- Cooperative Learning
- Integration of Technology into Teaching and Learning
- Learning Styles
- Team Teaching
- Formative Assessments and Rubrics
- Planning Thematic Units
- Interdisciplinary Unit Study
- Implementation of Ideas from a Course, Conference or Workshop
- Graphic Organizers
- Connecting planning to NYS Learning Standards
- Making the Connection between School and Work
- Literacy Learning for Students
- Focused Reading
- Distance Learning
- Teach an In-service, Workshop, Seminar
- Study Group around a Specific Topic
- Action Research

Evidence of Learning Possibilities:

- Interviews
- Log/Journal reflections on efforts and results
- Pictures
- Samples of student work
- Videotapes of activities
- Survey instruments
- Informal classroom visits by colleagues and/or supervisors
- Evidence of presentations to colleagues, parents, Board of Education