

# School District of Washington County

## Instructional Personnel Evaluation System



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Updated 2025

### Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2023, is incorporated by reference in Rule 6A-5.030, F.A.C., effective November 2023.

### Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

### Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to [DistrictEvalSysEQ@fldoe.org](mailto:DistrictEvalSysEQ@fldoe.org).

Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

**Table of Contents**

**Part I: Evaluation System Overview #4**

**Part II: Evaluation System Requirements #5-7**

**Part III: Evaluation Procedures #8-15**

**Part IV: Evaluation Criteria #16-20**

A. Instructional Practice #16-17

B. Other Indicators of Performance #17-18

C. Performance of Students #18-19

D. Summative Rating Calculation #20

**Appendices #21-125**

Appendix A – Evaluation Framework Standards #21-23

Appendix B – Observation Instruments for Classroom Teachers #24-37

Appendix C – Observation Instruments for Non-Classroom Inst Personnel #38-105

Appendix D – Student Performance Measures #106-108

Appendix E – Summative Evaluation Forms #109-111

Appendix F - Evaluation System Definitions #112-118

Appendix G - Scale for Evaluation Categories #119

Appendix H - Conversion Tables and Charts #120-125

## Part I: Evaluation System Overview

*In Part I, the district shall describe the purpose and provide a high-level summary of the instructional personnel evaluation system.*

The purpose of the annual assessment and evaluation process is to enhance instruction for students by assisting teachers in continuous quality improvement of their professional skills. The method designed to achieve this goal must be formalized to the extent it supports decisions on salary, transfers, promotions and dismissals. School level administrators (principals and assistant principals) and or district level administrators will conduct the necessary observations and the principal will complete the Year-End Final Evaluation Summary after reviewing all criteria.

The Washington County School District uses the Charlotte Danielson Framework for Teaching Evaluation Instrument - 2013 Edition as the basis of the instructional evaluation process. This system is a research based model for teacher evaluations that is used by many districts throughout the state of Florida and the nation. The system is based on educational research conducted by the Charlotte Danielson organization utilizing information from a wide variety of nationally recognised experts in effective teaching practices.

The Framework for Teaching Evaluation Instrument consists of 4 domains that have been identified as being essential for effective teaching and instructional practices. These 4 domains are:

- ❖ Domain 1 - Planning and Preparation
- ❖ Domain 2 - The Classroom Environment
- ❖ Domain 3 - Instruction
- ❖ Domain 4 - Professional Responsibilities

Within each of these domains are indicators or components that identify specific behaviors or actions that should be performed by teachers to be effective. Each of these specific components includes a description of the area and a listing of indicators or “look fors” along with a rubric that identifies 4 levels of proficiency within each component. These 4 levels are:

- ❖ Distinguished (Highly Effective)
- ❖ Proficient (Effective)
- ❖ Basic (Needs Improvement)
- ❖ Unsatisfactory

## Part II: Evaluation System Requirements

*In Part II, the district shall provide assurance that its instructional personnel evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.*

### System Framework

- The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAP) adopted by the State Board of Education.
- The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on the FEAP, and may include specific job expectations related to student support.

### Training

- The district provides training programs and has processes that ensure
  - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
  - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

### Data and Reporting

- The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.
- The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

### District Procedures

- The district acknowledges that its established evaluation procedures set the standards of service to be offered to the public within the meaning of section 447.209, F.S., and are not subject to mandatory collective bargaining.
- The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.

## Instructional Evaluation System

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- The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.
- The district acknowledges that the instructional practice evaluation procedures and criteria under section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers throughout the school year for the purposes of providing mentorship, training, instructional feedback, or professional learning.
- The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.
  - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
  - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
  - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
  - The evaluator must discuss the written evaluation report with the employee.
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
  - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

### Use of Results

- The district has procedures for how evaluation results will be used to inform the
  - Planning of professional learning; and
  - Development of school and district improvement plans.
- The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional learning programs, pursuant to section 1012.98(11), F.S.

### Notifications

- The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in section 1012.34(4), F.S.

## Instructional Evaluation System

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- The district school superintendent shall annually notify the Department of Education of any instructional personnel who
- Receive two consecutive unsatisfactory evaluation ratings; or
- Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

### District Self-Monitoring

- The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:
  - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
  - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
  - Evaluators provide necessary and timely feedback to employees being evaluated;
  - Evaluators follow district policies and procedures in the implementation of evaluation system(s);
  - Use of evaluation data to identify individual professional learning; and,
  - Use of evaluation data to inform school and district improvement plans.

### Part III: Evaluation Procedures

*In Part III, the district shall provide the following information regarding the observation and evaluation of instructional personnel. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.*

- Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how the following instructional personnel groups are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

<b>Instructional Personnel Group</b>	<b>When Personnel are Informed</b>	<b>Method(s) of Informing</b>
Classroom and Non-Classroom Teachers	At the beginning of each school year	Staff meeting, electronic copy shared and posted on district website
Newly Hired Classroom Teachers	At the beginning of each school year	Staff meeting, electronic copy shared and posted on district website
Late Hires	Upon hiring	Principal/staff conversation, electronic copy shared and posted on district website

- Pursuant to section 1012.34(3)(a), F.S., an observation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be observed at least twice in the first year of teaching in the school district. In the table below, describe when and how many observations take place for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

<b>Instructional Personnel Group</b>	<b>Number of Observations</b>	<b>When Observations Occur</b>	<b>When Observation Results are Communicated to Personnel</b>
<b>Classroom and Non-Classroom Teachers</b>			
Hired before the beginning of the school year	1	by April	no later than 10 days after the observation
Hired after the beginning of the school year	1	by April	no later than 10 days after the observation
<b>Newly Hired Classroom Teachers</b>			
Hired before the beginning of the school year	2	Oct and Feb	no later than 10 days after the observation

## Instructional Evaluation System

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Hired after the beginning of the school year	2	Oct and Feb or when hired	no later than 10 days after the observation
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3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be evaluated at least twice in the first year of teaching in the school district. In the table below, describe when and how many summative evaluations are conducted for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
<b>Classroom and Non-Classroom Teachers</b>			
Hired before the beginning of the school year	1	by April	no later than 10 days after the observation
Hired after the beginning of the school year	1	by April	no later than 10 days after the observation
<b>Newly Hired Classroom Teachers</b>			
Hired before the beginning of the school year	2	Oct and Feb	no later than 10 days after the observation
Hired after the beginning of the school year	2	Oct and Feb or when hired	no later than 10 days after the observation

### New Teacher Induction Program

All first-year teachers will be required to participate in WCSD'S year-long New Teacher Induction Program and will be assigned an academic specialist/analyst as their mentor. They will receive two formal observations from the administrator and a minimum of two formative observations. All observations require a planning and reflective conference where feedback is given. Review of student performance data and student work will be discussed at pre and post reflection conferences with the administrator. Performance data is grade level specific and could include the Discovery Education Assessment (DEA) for reading, math, and science in grades K12, Developmental Reading Assessment (DRA) grades K-8, chapter tests, state adopted assessments. Teachers hired less than 99 days will be observed informally. (See Category 1 timelines)

## Instructional Evaluation System

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The Teacher Induction Program (TIP) will consist of a minimum of 5 training sessions within the first semester of each school year in which the new teachers will be trained on the 4 domains of the Danielson Framework for Teaching.

These are:

- New Teacher Orientation Workshop and Training – During Preschool – ½ day
- Domain 1 - Planning and Preparation – To be completed by September 15
- Domain 2 - The Classroom Environment – To be completed by October 15
- Domain 3 – Instruction – To be completed by November 15
- Domain 4 - Professional Responsibilities – To be completed by December 15

Each of these training sessions will include instruction from district assigned personnel who are proficient in and knowledgeable about the Danielson instructional model. Training sessions will include information from all indicators within each domain using the included rubrics in the Danielson model that details the expected levels of competency within each indicator for a teacher to be rated as highly effective (distinguished), effective (proficient), needs improvement (basic) or unsatisfactory.

### **Training in the Use of the Washington County Evaluation System**

The District is responsible for training all evaluators and teachers in the use of the Washington Evaluation System. The following outline for training is developed by the teacher evaluation committee comprised of administrators, teachers, and WCEA representatives.

The District will develop an appropriate training component for evaluators. This component will include detailed review of the Teacher Evaluation Handbook, with specific attention given to timelines and forms to be utilized, as well as practice in marking the Observation/Assessment instrument to ensure rater reliability via an on-line training/certification tool. Certification will be required prior to an administrator conducting approved observations. It is the expectation of the WCSD that evaluators will participate in multiple training opportunities and collegial conversations with peers throughout the year. An online program will serve as the tool for which administrators will periodically participate in reliability training to ensure consistency of assigning ratings. New administrators will receive training prior to conducting teacher observations requiring ratings to be assigned.

Each year, newly hired teachers will be trained in the teacher evaluation system prior to the start of the school year. All teachers, new and returning, will participate annually in professional learning at the school site throughout the year regarding teacher evaluation. Teachers will have universal access to online Danielson training modules for review and support of their instructional practices and the evaluation system. Teachers will acknowledge receipt of training in the evaluation process by annually signing the

Verification of Training in Washington’s Teacher Evaluation System before the evaluation process begins.

## Instructional Evaluation System

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The district personnel and principals meet annually to review the Instructional Evaluation System to determine compliance with the Florida Statutes. The team usually meets in the summer of each year to evaluate the effectiveness of the system. During the review, the team determines if:

- The evaluator understands the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- The evaluator provides necessary and timely feedback to the employees being evaluated.
- The use of evaluation data is used to identify individual professional learning needs. The evaluation data is used to inform school and district improvement plans.

The team looks at the performance evaluation results from the prior school year for all instructional personnel using the four levels of performance. The performance evaluation results for instructional personnel are disaggregated by classroom teachers and all other instructional personnel: by school site and by instructional level. School grades and state and local assessment data are also reviewed by school and district and compared to the performance evaluation data. Results of this data analysis are used by individual schools and the district to set school improvement goals and plan for the individual, school and district professional learning activities.

Changes and revisions to the teacher evaluation system will be recommended. All substantial revisions will be reviewed and approved by the district school board before

### TEACHER CATEGORIES

#### By September 15

Determine the appropriate category for each teacher. Principals will verify teacher categories in the online platform and contact the District Office if discrepancies are noted.

<b>Category I</b>	First year teacher – Beginning teacher with no experience
<b>Category II</b>	Second year teacher (no outside experience) or new to Washington County with experience outside the district. County with experience outside the district.
<b>Category III</b>	Regular teacher – two or more years consecutive years of experience in Washington County or a teacher who was a category II the previous year
<b>Category IV</b>	Struggling Teacher

Note: Teachers who received a “Needs Improvement” on their final evaluation will be classified as a Category IV – Struggling Teacher for the following school year.

## Instructional Evaluation System

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### Detailed Timeline

CATEGORY I	<b>FIRST YEAR TEACHER – NO EXPERIENCE</b>	
Completed by	Activity	Person Responsible
Oct. 1	First PLP Submitted and Meeting with Admin.	<b>Teacher</b>
Oct. 15	<b>First Formal Observation/Evaluation</b>	<b>Administrator</b>
Oct. 31	PLP Amended, Submitted and Signed	<b>Administrator/Teacher</b>
Feb. 15	<b>Second Formal Observation</b>	<b>Administrator or Mentor</b>
April 15	Last date for teachers and/or administrators to add evidence that impacts annual evaluation	<b>Administrator and/or teacher</b>
May 15	<b>Annual Evaluation Meeting (Teacher Performance) and closeout PLP</b>	<b>Administrator and Teacher</b>
May 1	PLP - Develop personal goal for following year	<b>Teacher</b>

<i>Minimum of five (5) walkthroughs</i>		
CATEGORY II	<b>SECOND YEAR TEACHER or New to Washington County</b>	
Completed by	Activity	Person Responsible
Oct. 1	First PLP Submitted and Meeting with Admin.	<b>Teacher</b>
Oct. 15	<b>First Formal Observation/Evaluation</b>	<b>Administrator</b>
Oct. 31	PLP amended, submitted and signed	Administrator/Teacher
Feb. 15	<b>Second Formal Observation</b>	<b>Administrator</b>
April 15	Last date for teachers and/or administrators to add evidence that impacts annual evaluation	<b>Administrator and/or Teacher</b>

**Instructional Evaluation System**

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May 15	<b>Annual Evaluation Meeting (Teacher Performance) and closeout PLP</b>	<b>Administrator and Teacher</b>
May 1	PLP - Develop personal goal for following year	Teacher
<i>Minimum of three (3) walkthroughs</i>		
<b>CATEGORY III</b>	<b>REGULAR TEACHER</b>	
<b>Completed by</b>	<b>Activity</b>	<b>Person Responsible</b>
Oct. 1	First PLP Submitted and Meeting with Admin.	<b>Teacher</b>
Oct. 31	PLP amended, submitted and signed	<b>Administrator/Teacher</b>
Feb. 15	<b>Formal Observation</b>	<b>Administrator</b>
April 15	Last date for teachers and/or administrators add evidence that impacts annual evaluation	<b>Administrator and/or teacher</b>
May 15	<b>Annual Evaluation Meeting (Teacher Performance) and closeout PLP</b>	<b>Administrator and/or teacher</b>
May 1	PLP - Develop personal goal for following year	<b>Teacher</b>
<i>Minimum of two (2) walkthroughs</i>		

**Instructional Evaluation System**

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CATEGORY IV	STRUGGLING TEACHER
<p>A teacher must have one (1) observation and a minimum of one (1) Professional Improvement plan to be categorized “struggling.” However, one (1) Professional Improvement Plan does NOT require that the teacher be classified as “struggling.” Classification of a teacher as “struggling” by the administrator may be determined based upon the previous year’s evaluation and involve a PLP that has been carried over from the previous year.</p> <ul style="list-style-type: none"><li>• 90 Calendar Days Time Frame – school holidays and school vacation day periods are not calculated in the 90 day calendar</li><li>• Minimum of three (3) Administrator Formal Observations<ul style="list-style-type: none"><li>Ø First Administrator within four (4) weeks</li><li>Ø Second Administrator prior to the 90 days</li><li>Ø Third Administrator Observation – Jan. 10 – March 1</li></ul></li><li>• Minimum of six (6) <i>walkthroughs</i></li><li>• Regular time frames for PLP</li></ul>	
<p>A teacher will remain a category IV in the online platform for the duration of the year for documentation of observation/evaluation cycle forms only, even if the teacher is removed from “struggling” status.</p>	
<p>The evaluation will be finalized within thirty (30) days of the District receiving full notice of student performance data. It may be amended up to ninety (90) days after the end of the school year.</p>	

**\*Special Note:** For any deadline date occurring on a weekend day, the completion date will become the following Monday.

## Instructional Evaluation System

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### CONDENSED TIMELINE

By October 1	PLP Submitted and Meeting with Administrator	Category I, II, III, IV
By October 1	First formal observation by administrator	Category IV
By October 15	First formal observation/evaluation by administrator	Categories I, II
By October 31	PLP Amended, Submitted, Signed	Categories I, II, III, IV
By December 1	First formal observation	Categories I and II
By December 15	Second formal observation by administrator	Category IV
By April 1	Formal observation by administrator	Category III
By April 1	Second formal observation by administrator	Categories I and II
By April 1	Third formal observation by administrator	Category IV
By April 15	Last date for teachers and/or administrators to add evidence that impacts annual evaluation	Categories I, II, III, IV
By May 30	Year-end annual evaluation meeting	Categories I, II, III, IV
By May 1	PLP - Personal goals initially set for following year	Categories I, II, III, IV
By June 30	All evaluations completed unless student achievement information from DOE not available in time to permit completion	Categories I, II, III, IV

## Part IV: Evaluation Criteria

### A. Instructional Practice

*In this section, the district shall provide the following information regarding the instructional practice data that will be included for instructional personnel evaluations.*

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. In Washington County, instructional practice accounts for 55% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

**The Washington County School District uses the Charlotte Danielson Framework for Teaching Evaluation Instrument – 2013 Edition as the basis of the instructional evaluation process. This system is a research based model for teacher evaluations that is used by many districts throughout the state of Florida and the entire nation. The system is based on educational research conducted by the Charlotte Danielson organization utilizing information from a wide variety of nationally recognized experts in effective teaching practices.**

**The Framework for Teaching Evaluation Instrument consists of 4 domains that have been identified as being essential for effective teaching and instructional practices. These 4 domains are:**

- **Domain 1 – Planning and Preparation**
- **Domain 2 – The Classroom Environment**
- **Domain 3 – Instruction**
- **Domain 4 – Professional Responsibilities**

**Within each of these domains are indicators or components that identify specific behaviors or actions that should be performed by teachers to be effective. Each of these specific components includes a description of the area and a listing of indicators or “look fors” along with a rubric that identifies 4 levels of proficiency within each component. These 4 levels are:**

- **Distinguished (Highly Effective)**
- **Proficient (Effective)**
- **Basic (Needs Improvement)**
- **Unsatisfactory**

**These domains and indicators within the domains are provided in this document for the various categories of teachers in the Washington County School District.**

**The purpose of the annual assessment and evaluation process is to enhance instruction for students by assisting teachers in continuous quality improvement of their professional skills. The method designed to achieve this goal must be formalized to the extent it supports decisions on salary, transfers, promotions and dismissals.**

## Instructional Evaluation System

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School level administrators (principals and assistant principals) and/or district level administrators will conduct the necessary observations and the principal will complete the Year-End Final Evaluation Summary after reviewing all criteria.

### Description of Calculation of Total Points on Teacher Performance for Annual Evaluation

To calculate total points on teacher performance for the Annual Evaluation Summary, take the points (0, 1, 2 or 3) times the weighting factor for each component (number on far left seen on rubrics) and total all components.

i.e.: a rating of “Proficient” /“Effective” in Domain 1-c Setting Instructional Outcomes is worth 10 points (weight of 5 x 2 points=10)

The total possible for each domain is as follows:

**Domain 1 – Planning and Preparation - 75 points**

**Domain 2 – The Classroom Environment -90 points**

**Domain 3 – Instruction - 90 points**

**Domain 4 – Professional Responsibilities - 75 points**

**Total possible for a teacher performance segment of evaluation including domains 1-4 is 330 points.**

## B. Other Indicators of Performance

*In this section, the district shall provide the following information regarding any other indicators of performance that will be included for instructional personnel evaluations.*

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Washington County, other indicators of performance account for 10% of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance. (see details of others)

**Other Professional Performance Indicators will be used to determine 10% of the total evaluation. These indicators may include but not be limited to professional learning activities, participation in professional learning community (PLC), implementation of professional learning elements into lesson plans, development and implementation of professional learning plan and other professional learning activities.**

**Method of calculation for the Other Professional Performance Indicators 10% (60 points possible) are based on IPLP, Professional Growth/Professional Learning, completion and/or implementation of PL activities.**

**20 points possible – Completion of Individual Professional Learning Plan**

**20 points possible – Completion of at least 1 professional learning activity including follow-up and implementation (Must complete a minimum of 10 hours of in-service or professional learning credit either in a single activity or in multiple activities.**

**40 points possible – Completion of 2 or more professional learning activities including follow-up and implementation (Must complete a minimum of 20 hours of in-service or professional learning credit either in 2 individual activities or a combination of multiple activities (3 or more) that total 20 hours of credit.**

**60 points possible – Combination of items as listed above and/or completion of academic course at a college or university related to professional job responsibilities with the general rule being that for each 1 hour class, 20 points would be earned. (Example: A 3 hour semester class would count as 60 points)**

### **C. Performance of Students**

*In this section, the district shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.*

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. In Washington County, performance of students accounts for 35% of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

**Pursuant to Section 1012.34(3) (a)1., F.S., student performance scores will be used in calculation of a 35% portion of the teacher's overall annual evaluation score.**

**When possible, the three most recent years of data will be used as student performance (two years immediately preceding the current year will be used). If three years of data are not available the current year will be used. The district will not use more than three years of data.**

**Percentages of the evaluation that are based on the performance of students can be found in Appendix D, Student Performance Measures. Student Performance for all instructional personnel will be 35%.**

Value Added Measures (VAM) will be determined by student performance on the Florida Statewide Assessment tests beginning with the 2017-18 school year and continuing as may be required based on current state statute. Instructional personnel will receive points for their student performance score based on the following calculation formula:

- Highly Effective ratings will receive 210 points, which is 35% of 600.
- Effective ratings will receive 175 points which is 35% of 499.
- Needs Improvement ratings will receive 131 points which is 35% of 374.
- Unsatisfactory ratings will receive 87 points which is 35% of 249.

Washington County will allow site based principals to determine the student performance measure for the newly hired for the first evaluation and use non-VAM calculations for scoring.

The district-determined student performance measures for classroom teachers of students for courses not assessed by statewide, standardized assessments, may be found in Appendix D, Student Performance Measures chart, under the column “Performance Measures for Evaluation Purposes”. They will be listed as District Non-Classroom Instructional Personnel. Examples included Academic Analysts, Media Specialist, Staffing Specialists, School Psychologist, and Speech and Language Therapists.

For those teachers who have multiple sources of Student Growth Measures or Student Achievement data, such as a teacher who teaches a class or classes with a state mandated EOC or DOE provided VAM scores and other classes with Subject Area Exams (SAEs) to determine student performance, a multi-dimensional conversion table (Appendix F) will be used to convert the data from each assigned instructional responsibility to an overall score based on the 210 point scale. Each of the instructional areas will be counted for that portion of the teacher’s overall score equal to the percent of time the teacher would be assigned to each instructional responsibility. Example – If a teacher has 3 periods of classes with DOE provided VAM data and 3 periods with SAEs scores, each of these would count as 50% of the overall score.

For co-teaching and inclusion classes that offer ESE supports, both teachers will receive the student growth and/or student achievement scores for all students in the classes taught. The multi-dimensional conversion table to be used in this process has been developed with personnel from PAEC with input from district personnel throughout the PAEC area.

School wide data will be used to determine student growth for Guidance, Media Specialists and Staffing Specialists as listed in the Student Growth Measurement Chart as the personnel in these positions have responsibilities for all students within the school. For the staffing specialists, who have responsibilities in 3 schools, the school wide student data in reading and math from each school will count as 1/3 of the total student performance growth measure.

**D. Summative Rating Calculation**

*In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for instructional personnel.*

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.
2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. Using the district’s calculation methods and cut scores described above in sections A – C, illustrate how a second grade teacher and a ninth grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating respectively.

**The method to be used to determine the overall rating for the summative evaluation will be as follows:**

**The Danielson Frameworks for Teaching will be the foundation of the instructional evaluation process. This will be based on a 600 point scale. The scale as shown below will be used to calculate the overall rating for all teachers.**

- **55% or a maximum of 330 points will be based on Principal Observations and Deliberate Practice**
- **35% or a maximum of 210 points will be based on Student Growth and/or Student Achievement measures**
- **10% or a maximum of 60 points will be based on Other Professional Performance Indicators as described below**

**The sum total for the three (3) elements will be used to determine an overall rating for each teacher using the following scoring rubric:**

**500-600 points - Highly Effective / Distinguished**

**375-499 points - Effective / Proficient**

**250-374 points - Needs Improvement / Basic**

**29 and below points - Unsatisfactory**

**Examples:**

	<b>Instructional Practice</b>	<b>Other Indicators</b>	<b>Student Performance</b>	<b>Total Points Earned</b>	<b>Overall Rating</b>
<b>2nd grade teacher</b>	<b>250</b>	<b>60</b>	<b>155 (ELA/Math combo)</b>	<b>465</b>	<b>Effective</b>
<b>9th grade ELA teacher</b>	<b>290</b>	<b>40</b>	<b>175 (VAM)</b>	<b>505</b>	<b>Highly Effective</b>

## Appendix A – Evaluation Framework Standards

*In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Educator Accomplished Practices (FEAP).*

<b>Alignment to the Florida Educator Accomplished Practices</b>	
<b>Foundational Principles</b>	
<i>The Florida Educator Accomplished Practices are based upon and further describe the below four (4) essential principles.</i>	
1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.	
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.	
3. The effective educator exemplifies the standards of the profession.	
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in s. 1003.42(3), F.S.	
<b>Practice</b>	<b>Evaluation Indicators</b>
<b>1. Instructional Design and Lesson Planning</b>	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	1a, 1b, 1c
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1c, 1e, 3b
c. Designs instruction for students to achieve mastery;	1e, 2b, 3b
d. Selects appropriate formative assessments to monitor learning;	1f, 2b, 3b
e. Uses diagnostic student data to plan lessons;	1b, 3b, 4a, 4b, 4c, 4d, 4e, 4f
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and	1e, 2b, 3b
g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S.	1a, 1b, 1c, 1e
<b>2. The Learning Environment</b>	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	1b, 2c, 2e
b. Manages individual and class behaviors through a well-planned management system;	2b, 2d
c. Conveys high expectations to all students;	3a, 3c, 3d, 3e
d. Respects students’ cultural linguistic and family background;	2a, 4c
e. Models clear, acceptable oral and written communication skills;	1f, 3a
f. Maintains a climate of openness, inquiry, fairness and support;	2a
g. Integrates current information and communication technologies;	1d
h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	1b, 2a, 2b, 2c, 2d, 2e
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	2i
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	2a, 2b, 2c, 3a, 3b

## Instructional Evaluation System

<b>3. Instructional Delivery and Facilitation</b>	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	3a, 3c, 3d, 3e
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	3a, 3c, 3d, 3e
c. Identify gaps in students' subject matter knowledge;	3a, 3c, 3d, 3e
d. Modify instruction to respond to preconceptions or misconceptions;	3a, 3c, 3d, 3e
e. Relate and integrate the subject matter with other disciplines and life experiences;	1a, 1b, 1c, 1d, 1e, 2a, 2b, 3e, 2c, 2d, 2e, 3a, 3c, 3d, 3e
f. Employ questioning that promotes critical thinking;	3a, 3c, 3d, 3e
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	1e, 3d
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1b, 3d
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	3a, 3d
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3d, 3e
<b>4. Assessment</b>	
<i>The effective educator consistently:</i>	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	1b, 3a, 3b, 3c, 3d, 3e
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1f
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	1f, 3d
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1f, 3d, 3e
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	3d, 4e
f. Applies technology to organize and integrate assessment information.	1f
<b>5. Continuous Professional Improvement</b>	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	4a, 4b, 4d, 4e
b. Examines and uses data-informed research to improve instruction and student achievement;	4a, 4b, 4e
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	4a, 4b, 4e
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	4a, 4b, 4c, 4d, 4e
e. Engages in targeted professional growth opportunities and reflective practices; and,	4a, 4b, 4d, 4e
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	4d

## Instructional Evaluation System

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<b>6. Professional Responsibility and Ethical Conduct</b>	
<i>Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:</i>	
a. Guidelines for student welfare adopted pursuant to s. 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse or neglect as defined in s. 39.01, F.S.;	4c
b. The rights of students and parents enumerated in ss. 1002.20 and 1014.04, F.S.; and	4c, 4f
c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	4a, 4b, 4c, 4d, 4e, 4f

## Appendix B – Observation Instruments for Classroom Teachers

*In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers.*

NOTE: The Washington County School District Framework for Teaching has been adapted, with permission, from Charlotte Danielson’s *Framework for Teaching*.

### Washington County Teacher Formal Observation Rubric

Teacher \_\_\_\_\_ School \_\_\_\_\_ Grade Level(s) \_\_\_\_\_  
 Subject(s) \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Summary of the Lesson:

<b>Domain 1: Planning and Preparation Component</b>	<b>Unsatisfactory</b>	<b>Basic - Needs Improvement/Dev eloping</b>	<b>Proficient -Effective</b>	<b>Distinguished – Highly Effective</b>
<p><b>1a Demonstrating Knowledge of Content and Pedagogy</b></p> <p>[FEAPs (a)1.a.; (a)3.e.]  <b>weight 4.0</b></p>	<p>In planning and practice, the teacher makes content errors or does not correct errors made by students.</p> <p>The teacher displays little understanding of prerequisite knowledge important to student learning of the</p> <p>content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p>	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p>

## Instructional Evaluation System

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>1b</b> <b>Demonstrating Knowledge of Students</b></p> <p>[FEAPs (a)1.e.; (a)2.a.; (a)2.h.; (a)3.e.; (a)3.h.; (a)4.a.]</p> <p><b>weight 4.0</b></p>	<p>The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and does not indicate that such knowledge is valuable.</p>	<p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests, yet may apply this knowledge not to individual students but to the class as a whole.</p>	<p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests.</p>	<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests.</p>

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>1c</b> <b>Setting Instructional Outcomes</b></p> <p>[FEAPs (a)1.a.; (a)1.b.; (a)3.e.]</p> <p><b>weight 5.0</b></p>	<p>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p>	<p>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</p>	<p>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</p>

## Instructional Evaluation System

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic - Needs Improvement/Developing</b>	<b>Proficient -Effective</b>	<b>Distinguished – Highly Effective</b>
<b>1d</b>  <b>Demonstrating Knowledge of Resources and Technology</b>  [FEAPs (a)2.g.; (a)3.e.]  <b>weight 3.0</b>	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one’s own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one’s professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one’s professional skill, and seeks out such resources.	The teacher’s knowledge of resources for classroom use and for extending one’s professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic - Needs Improvement/Developing</b>	<b>Proficient -Effective</b>	<b>Distinguished – Highly Effective</b>
<b>1e</b>  <b>Designing Coherent Instruction</b>  [FEAPs (a)1.b.; (a)1.c.; (a)1.f.; (a)3.e.; (a)3.g.]  <b>weight 4.0</b>	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

## Instructional Evaluation System

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>1f</b></p> <p><b>Designing Student Assessments</b></p> <p>[FEAPs (a)1.d.; (a)3.e.; (a)4.b.; (a)4.c.; (a)4.d.; (a)4.f.]</p> <p><b>weight 5.0</b></p>	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p> <ul style="list-style-type: none"> <li>• Assessment s do not match instructional outcomes.</li> </ul>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>

Domain 2: The Classroom Environment Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>2a</b></p> <p><b>Creating an Environment of Respect and Rapport</b></p> <p>[FEAPs (a)2.d.; (a)2.f.; (a)2.h.; (a)3.e.]</p> <p><b>weight 7.0</b></p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among</p>	<p>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable</p>

## Instructional Evaluation System

		behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	taking intellectual risks.
Component	Unsatisfactory	Needs Improvement/ Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>2b</b></p> <p><b>Establishing an Environment for Learning</b></p> <p>[FEAPs (a)2.c.; (a)2.d.; (a)2.f.; (a)2.h.; (a)3.e.]</p> <p><b>weight 7.0</b></p>	<p>The classroom environment is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom environment is characterized by little commitment to learning by the teacher or students.</p> <p>The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom environment is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p>	<p>The classroom environment is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p>

## Instructional Evaluation System

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>2c</b></p> <p><b>Managing Classroom Procedures</b></p> <p>[FEAPs (a)2.a.; (a)2.h.; (a)3.e.]</p> <p><b>weight 6.0</b></p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.</p>
Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>2d</b></p> <p><b>Managing Student Behavior</b></p> <p>[FEAPs (a)2.b.; (a)2.h.; (a)3.e.]</p> <p><b>weight 6.0</b></p>	<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.</p>

## Instructional Evaluation System

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>2e</b></p> <p><b>Organizing Physical Space</b></p> <p>[FEAPs (a)2.a.; (a)2.h.; (a)3.e.]</p> <p><b>weight 4.0</b></p>	<p>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p>	<p>The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p>	<p>The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>

Domain 3: Instruction Component	Unsatisfactory	Basic - Needs Improvement/D developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>3a</b></p> <p><b>Communicating with Students</b></p> <p>[FEAPs (a)2.e.; (a)3.a.b.c.d.e.i.; (a)4.a.]</p> <p><b>Weight 5.0</b></p>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate,</p>	<p>The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts</p>

## Instructional Evaluation System

	vague, or used incorrectly, leaving students confused.	working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.	to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic - Needs Improvement/Developing</b>	<b>Proficient -Effective</b>	<b>Distinguished – Highly Effective</b>
<b>3b Using Questioning and Discussion Techniques</b> [FEAPs (a)3.a.b.c.d.e.f.; (a)4.a.] <b>weight 7.0</b>	The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some lowlevel questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance highlevel thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

## Instructional Evaluation System

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>3c</b></p> <p><b>Engaging Students in Learning</b></p> <p>[FEAPs (a)3.a.b.c.d.e.f.g.; (a)4.a.]</p> <p><b>weight 7.0</b></p>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>
Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>3d</b></p> <p><b>Using Assessment in Instruction</b></p> <p>[FEAPs (a)3.a.b.c.d.e.h.i.j.; (a)4.a.c.d.e.]</p> <p><b>weight 7.0</b></p>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are</p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is</p>

## Instructional Evaluation System

	poor quality. Students do not engage in self- or peer assessment.	rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
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Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>3e</b></p> <p><b>Demonstrating Flexibility and Responsiveness</b></p> <p>[FEAPs (a)3.a.b.c.d.e.j.; (a)4.a.d.]</p> <p><b>weight 4.0</b></p>	<p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>

## Instructional Evaluation System

<b>Domain 4: Professional Responsibilities Component</b>	<b>Unsatisfactory</b>	<b>Basic - Needs Improvement/De veloping</b>	<b>Proficient -Effective</b>	<b>Distinguished – Highly Effective</b>
<b>4a</b>  <b>Reflecting on Teaching</b>  [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]  <b>weight 6.0</b>	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic - Needs Improvement/De veloping</b>	<b>Proficient -Effective</b>	<b>Distinguished – Highly Effective</b>
<b>4b</b>  <b>Maintaining Accurate Records</b>  [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]  <b>weight 6.0</b>	The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.  The teacher’s records for non-instructional activities are in disarray, the result being errors and confusion.	The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher’s records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.

## Instructional Evaluation System

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic - Needs Improvement/Developing</b>	<b>Proficient -Effective</b>	<b>Distinguished – Highly Effective</b>
<p><b>4c</b></p> <p><b>Communicating with Families</b></p> <p>[FEAPs (a)1.e.; (b)1.a.b.c.d.e.; (a)4.e.]</p> <p><b>weight 4.0</b></p>	<p>The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p>	<p>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program.</p>	<p>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress. The teacher makes some attempts to engage families in the instructional program.</p>	<p>The teacher communicates frequently with families, with students contributing to the communication. The teacher responds to family concerns with professionalism.. The teacher’s efforts to engage families in the instructional program are frequent and successful.</p>
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic - Needs Improvement/Developing</b>	<b>Proficient -Effective</b>	<b>Distinguished – Highly Effective</b>
<p><b>4d</b></p> <p><b>Participating in the Professional Community</b></p> <p>[FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship]</p> <p><b>weight 3.0</b></p>	<p>The teacher’s relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional environment of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school’s environment of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p>	<p>The teacher’s relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in an environment of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>The teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting an environment of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>

## Instructional Evaluation System

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>4e</b></p> <p><b>Growing and Developing Professionally</b></p> <p>[FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship] weight 3.0</p>	<p>The teacher engages in no professional learning activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional learning to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional learning and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>
Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>4f</b></p> <p><b>Showing Professionalism</b></p> <p>[FEAPs (a)1.e.; (b)2.] weight 3.0</p>	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students’ needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher’s attempts to serve students are inconsistent, and unknowingly contribute to some student being ill served by the school.</p> <p>The teacher’s decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher displays high levels of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The 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. The teacher takes a leadership role in team or department decision making and</p>

## Instructional Evaluation System

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				helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.
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**Appendix C – Observation Instruments for Non-Classroom Instructional Personnel**

*In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.*

NOTE: The Washington County School District Framework for Teaching has been adapted, with permission, from Charlotte Danielson’s *Framework for Teaching*.

**Formal Observation Rubric – Academic Analysts and Specialists**

Teacher \_\_\_\_\_ School \_\_\_\_\_ Participants \_\_\_\_\_

Type of Specialist \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Summary of the Activity:

Evidence of Professional Activity:

**Evidence of Professional Activity Domain 1: Planning and Preparation**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic - Needs Improvement/Developing</b>	<b>Proficient -Effective</b>	<b>Distinguished – Highly Effective</b>
<p><b>1a</b></p> <p><b>Demonstrating Knowledge of Current Trends in Specialty Area</b></p> <p><b>Weight 5.0</b></p>	<p>Academic Analysts and Specialists demonstrate little or no familiarity with specialty area.</p>	<p>Academic Analysts and Specialists demonstrate basic familiarity with specialty area.</p>	<p>Academic Analysts and Specialists demonstrate thorough knowledge of specialty area.</p>	<p>Academic Analysts and Specialists’ knowledge of specialty area are wide and deep; Academic Analysts and Specialists are regarded as experts by colleagues.</p>

## Instructional Evaluation System

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<b>1b</b>  <b>Demonstrating Knowledge of the School’s Program and Levels of Teacher Skill in Delivering that Program</b>  <b>Weight 4.0</b>	Academic Analysts and Specialists demonstrate little or no knowledge of the school’s program or of teacher skill in delivering that program.	Academic Analysts and Specialists demonstrate basic knowledge of the school’s program and of teacher skill in delivering that program.	Academic Analysts and Specialists demonstrate thorough knowledge of the school’s program and of teacher skill in delivering that program.	Academic Analysts and Specialists are deeply familiar with the school’s program and work to shape its future direction and actively seek information as to teacher skill in that program.

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<b>1c</b>  <b>Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served</b>  <b>Weight 4.0</b>	Academic Analysts and Specialists have no clear goals for the instructional support program. Goals are inappropriate to either the situation or the needs of the staff.	Academic Analysts and Specialists’ goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Academic Analysts and Specialists’ goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Academic Analysts and Specialists’ goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultation with administrators and colleagues.

## Instructional Evaluation System

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>1d</b></p> <p><b>Demonstrating Knowledge of Resources, both Within and Beyond the School and District</b></p> <p><b>Weight 3.0</b></p>	Academic Analysts and Specialists demonstrate little or no knowledge of resources available in the school or district for teachers to advance their skills.	Academic Analysts and Specialists demonstrate basic knowledge of resources available in the school and district for teachers to advance their skills.	Academic Analysts and Specialists are fully aware of the resources available in the school and district and in the larger professional community for teachers to advance their skills.	Academic Analysts and Specialists actively seek out new resources from a wide range of sources to enrich teachers’ skills in implementing the school’s program.

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>1e</b></p> <p><b>Planning the Instructional Support Program, Integrated with the Overall School Program</b></p> <p><b>Weight 5.0</b></p>	Academic Analysts and Specialists’ plan consist of random collections of unrelated activities, lacking coherence or an overall structure.	Academic Analysts and Specialists’ plans have guiding principles and include a number of worthwhile activities, but some of them don’t fit with the broader goals.	Academic Analysts and Specialists’ plans are well designed to support teachers in improvement of their instructional skills.	Academic Analysts and Specialists’ plans are highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and colleagues.

## Instructional Evaluation System

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<b>1f</b>  <b>Developing a Plan to Evaluate the Instructional Support Program</b>  <b>Weight 4.0</b>	Academic Analysts and Specialists have no plan to evaluate the program or resists suggestions that such an evaluation is important.	Academic Analysts and Specialists have a rudimentary plan to evaluate the instructional support program.	Academic Analysts and Specialists’ plans to evaluate the program are organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Academic Analysts and Specialists evaluation plans are highly sophisticated, with various sources of evidence and a clear path toward improving the program on an ongoing basis.

### Domain 2: The Environment

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<b>2a</b>  <b>Creating an Environment of Trust and Respect</b>  <b>Weight 7.0</b>	Teachers are reluctant to request assistance from the Academic Analysts and Specialists, fearing that such a request will be treated as a sign of deficiency.	Relationships with the Academic Analysts and Specialists are cordial; teachers do not resist initiatives established by the Academic Analysts and Specialists.	Relationships with the Academic Analysts and Specialists are respectful, with some contacts initiated by teachers.	Relationships with the Academic Analysts and Specialists are highly respectful and trusting, with many contacts initiated by teachers.

## Instructional Evaluation System

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>2b</b></p> <p><b>Establishing an Environment for Ongoing Instructional Improvement</b></p> <p><b>Weight 7.0</b></p>	<p>Academic Analysts and Specialists convey the sense that the work of improving instruction is externally mandated and is not important to school improvement.</p>	<p>Teachers do not resist the offerings of support from the Academic Analysts and Specialists.</p>	<p>Academic Analysts and Specialists promote an environment of professional inquiry in which teachers seek assistance in improving their instructional skills.</p>	<p>Academic Analysts and Specialists have established an environment of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.</p>

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>2c</b></p> <p><b>Establishing Clear Procedures for Teachers to Gain Access to Instructional Support</b></p> <p><b>Weight 5.0</b></p>	<p>When teachers want to access assistance from the Academic Analysts and Specialists, they are not sure how to go about it.</p>	<p>Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.</p>	<p>Academic Analysts and Specialists have established clear procedures for teachers to use in gaining access to support.</p>	<p>Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and colleagues.</p>

## Instructional Evaluation System

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>2d</b> <b>Establishing and Maintaining Norms of Behavior for Professional Interactions</b></p> <p><b>Weight 7.0</b></p>	No norms of professional conduct have been established; teachers are frequently disrespectful in their interaction with one another.	Academic Analysts and Specialists’ efforts to establish norms of professional conduct are partially successful.	Academic Analysts and Specialists have established clear norms of mutual respect for professional interaction.	Academic Analysts and Specialists have established clear norms of mutual respect for professional interaction. Teachers take an active role in adhering to these standards of conduct.

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>2e</b> <b>Organizing Physical Space for Professional Learning Activities</b></p> <p><b>Weight 4.0</b></p>	Academic Analysts and Specialists make poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the professional learning activities.	The physical environment does not impede professional learning activities.	Academic Analysts and Specialists make good use of the physical environment, resulting in engagement of all participants in the professional learning activities.	Academic Analysts and Specialists make highly effective use of the physical environment with teachers contributing to the physical arrangement.

## Instructional Evaluation System

### Domain 3: Delivery of Service

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>3a</b> <b>Collaborating with Teachers in the Design of Instructional Units and Lessons</b></p> <p><b>Weight 5.0</b></p>	Academic Analysts and Specialists decline to collaborate with classroom teachers in the design of instructional lessons.	Academic Analysts and Specialists collaborate with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Academic Analysts and Specialists initiate collaboration with classroom teachers in the design of instructional lessons and units.	Academic Analysts and Specialists initiate collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources outside the school.
Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>3b</b> <b>Engaging Teachers in Learning New Instructional Skills</b></p> <p><b>Weight 7.0</b></p>	Teachers decline opportunities to engage in professional learning.	Academic Analysts and Specialists’ efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills, and take initiative in suggesting new areas for growth.

## Instructional Evaluation System

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>3c</b></p> <p><b>Sharing Expertise with Staff</b></p> <p><b>Weight 7.0</b></p>	Academic Analysts and Specialists’ model lessons and/or professional learning activities are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the Academic Analysts and Specialists’ model lessons and/or professional learning activities is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the Academic Analysts and Specialists’ model lessons and/or professional learning activities is uniformly high and appropriate to the needs of the teachers being served.	The quality of the Academic Analysts and Specialists’ model lessons and/or professional learning activities are uniformly high and appropriate to the needs of the teachers being served. The Academic Analysts and Specialists conduct extensive follow-up work with teachers.
Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>3d</b></p> <p><b>Locating Resources for Teachers to Support Instructional Improvements</b></p> <p><b>Weight 6.0</b></p>	Academic Analysts and Specialists fail to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Academic Analysts and Specialists effort to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Academic Analysts and Specialists locate appropriate and sufficient resources for instructional improvement for teachers when asked to do so.	Academic Analysts and Specialists are highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

## Instructional Evaluation System

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>3e</b></p> <p><b>Demonstrating Flexibility and Responsiveness</b></p> <p><b>Weight 5.0</b></p>	Academic Analysts and Specialists adhere to his/her plan, in spite of evidence of its inadequacy.	Academic Analysts and Specialists make modest changes in the support program when confronted with evidence of the need for change.	Academic Analysts and Specialists make revisions to the support program when it is needed.	Academic Analysts and Specialists are continually seeking ways to improve the support program and make changes as needed in response to student, parent, or teacher input.

### Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>4a</b></p> <p><b>Reflecting on Practice</b></p> <p><b>Weight 5.0</b></p>	Academic Analysts and Specialists do not reflect on practice, or the reflections are inaccurate or self-serving.	Academic Analysts and Specialists’ reflection on practice are moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Academic Analysts and Specialists’ reflections provide an accurate and objective description of practice, citing specific positive and negative characteristics. Academic Analysts and Specialists make some specific suggestions as to how the support program might be improved.	Academic Analysts and Specialists’ reflections are highly accurate and perceptive, citing specific examples. Academic Analysts and Specialists draw on an extensive repertoire to suggest alternative strategies.

## Instructional Evaluation System

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>4b</b> <b>Preparing and Submitting Reports</b></p> <p><b>Weight 4.0</b></p>	<p>Academic Analysts and Specialists do not follow established procedures for preparing and submitting reports. Reports are routinely late.</p>	<p>Academic Analysts and Specialists’ efforts to prepare reports are partially successful and follow established procedures. Reports are sometimes submitted on time.</p>	<p>Academic Analysts and Specialists’ reports are complete and follow established procedures.</p> <p>Reports are submitted on time.</p>	<p>Academic Analysts and Specialists anticipate and respond to teacher needs when preparing reports, following established procedures and suggesting improvements to those procedures. Reports are always submitted on time.</p>
Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>4c</b> <b>Coordinating Work with Other Instructional Specialists</b></p> <p><b>Weight 4.0</b></p>	<p>Academic Analysts and Specialists make no effort to collaborate with other instructional specialists within the district.</p>	<p>Academic Analysts and Specialists respond positively to the efforts of other instructional specialists within the district to collaborate.</p>	<p>Academic Analysts and Specialists initiate effort to collaborate with other Academic Analysts and Specialists within the district.</p>	<p>Academic Analysts and Specialists take a leadership role in coordinating projects with other Academic Analysts and Specialists within and beyond the district.</p>

## Instructional Evaluation System

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<b>4d</b> <b>Participating in a Professional Community</b>  <b>Weight 4.0</b>	Academic Analysts and Specialists’ relationships with colleagues are negative or self serving, and the specialist avoids being involved in school/ district events and initiatives.	Academic Analysts and Specialists’ relationships with colleagues are cordial, and the specialist participates in school/district events and initiatives when specifically requested.	Academic Analysts and Specialists participate actively in school/district events and initiatives. Academic Analysts and Specialists maintain positive and productive relationships with colleagues.	Academic Analysts and Specialists make a substantial contribution to school/district events and initiatives. Academic Analysts and Specialists assume a leadership role with colleagues.

Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<b>4e</b> <b>Engaging in Professional Learning</b>  <b>Weight 3.0</b>	Academic Analysts and Specialists do not participate in professional learning activities, even when such activities are clearly needed for the enhancement of skills.	Academic Analysts and Specialists’ participation in professional learning activities is limited to those that are convenient or are required.	Academic Analysts and Specialists seek out opportunities for professional learning based on an individual assessment of need.	Academic Analysts and Specialists actively pursue professional learning opportunities and make a substantial contribution to the profession through such activities as participating in professional learning activities outside the district.

## Instructional Evaluation System

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Component	Unsatisfactory	Basic - Needs Improvement/Developing	Proficient -Effective	Distinguished – Highly Effective
<p><b>4f</b></p> <p><b>Showing Standards of Integrity and Confidentiality</b></p> <p><b>Weight 5.0</b></p>	<p>Academic Analysts and Specialists display dishonesty in interactions with colleagues and violates norms of confidentiality.</p>	<p>Academic Analysts and Specialists are honest in interactions with colleagues and respects norms of confidentiality.</p>	<p>Academic Analysts and Specialists display high standards of honesty and integrity and respects norms of confidentiality.</p>	<p>Academic Analysts and Specialists can be counted on to hold the highest standards of honesty and integrity. Academic Analysts and Specialists take a leadership role with colleagues in respecting the norms of confidentiality.</p>

## Instructional Evaluation System

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### Formal Observation Rubric – Literacy Coaches

Coach \_\_\_\_\_ School \_\_\_\_\_ Participants \_\_\_\_\_

Type of Specialist \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Summary of the Activity:

Evidence of Professional Activity:

#### Domain 1: Professional Knowledge and Planning

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1a</b></p> <p><b>Demonstrates Professional Knowledge</b></p> <p><b>Weight 5.0</b></p>	<p>Literacy Coach imparts incorrect or incomplete information/research during professional learning activities and/or does not take advantage of opportunities to grow knowledge base (does not complete self-selected professional learning activities, does not engage in collaborative conversation with other Literacy Coaches and/or does not engage in professional reading of research based literature).</p>	<p>Literacy Coach inconsistently imparts correct and complete information and research during professional learning activities. Literacy Coach inconsistently applies accurate research and professional knowledge that is valid across a limited range of grade levels/ departments and/or professional topics. Literacy Coach occasionally seeks new experiences and opportunities in learning in order to deepen current knowledge base (completes some self-selected professional learning activities, engages in few collaborative conversations with other Literacy Coaches and/or has limited engagement in professional reading of research based literature).</p>	<p>Literacy Coach imparts correct and complete information and research during professional learning activities. Literacy Coach intentionally applies accurate research and professional knowledge to prepare appropriate learning activities that are valid across a broad range of grade levels/ departments and/or professional topics. Literacy Coach seeks new experiences and opportunities in learning in order to deepen current knowledge base (completes self-selected professional learning activities, engages in collaborative conversations with other Literacy Coaches and /or engages in</p>	<p>Literacy Coach imparts correct and complete information and research during professional learning activities. Literacy Coach intentionally applies current and accurate research and professional knowledge to prepare appropriate learning activities that are valid across a broad range of grade levels/ departments and/or professional topics. During professional learning activities the Literacy Coach relates/connects learning activities /concepts to other objectives in the Professional Learning Plan. Literacy Coach is proactive and anticipates/uncovers teacher misconceptions and is prepared to address those</p>

## Instructional Evaluation System

			professional reading of research based literature).	misconceptions. Literacy Coach seeks new experiences and opportunities in learning in order to deepen current knowledge base (completes self-selected professional learning activities, engages in collaborative conversation with other Literacy Coaches and /or engages in professional reading of research based literature).
<b>Component</b>	<b>Unsatisfactory</b>	<b>Improvement Needed/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>1b</b> <b>Supporting Teachers' Development of Content Knowledge</b>  <b>Weight 4.0</b>	<p>Fails to support teachers' development of literacy content knowledge and best practices for student learning or provides support to teachers only when directed to so. Support is limited to direct instruction as part of planned professional learning.</p>	<p>Provides inconsistent or incorrect support to teachers through limited learning activities. Support may include co-teaching, modeling, conferencing, coaching, providing resources, informal conversations, and professional learning communities. Activities are inconsistently focused on developing deeper literacy content knowledge and awareness of best pedagogical practices</p>	<p>Provides support to teachers through direct instruction, coteaching, modeling, conferencing, coaching, providing resources, informal conversations, and professional learning communities across a broad range of grade levels/ departments based on professional learning needs. Activities are focused on developing deeper literacy content knowledge and awareness of best pedagogical practices.</p>	<p>Provides differentiated support to teachers through direct instruction, co-teaching, modeling, conferencing, coaching, providing resources, informal conversations, and professional learning communities across a broad range of grade levels/ departments based on professional learning needs. Activities are focused on developing deeper literacy content knowledge and awareness of best pedagogical</p>

## Instructional Evaluation System

				<p>practices. Literacy Coach purposefully guides teachers along a continuum of independence and responsibility for his or her own professional learning.</p>
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Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1c</b></p> <p><b>Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served</b></p> <p><b>Weight 4.0</b></p>	<p>Goals for the Instructional Support Program represent low expectations and a lack of rigor. They do not reflect learning of research based literacy content knowledge and best pedagogical practices. Goals reflect only content taught in isolation and are suitable for only some teachers.</p>	<p>Goals for the Instructional Support Program represent moderate expectations and rigor. Some reflect learning of research based literacy content knowledge and best pedagogical practices. Goals reflect several types of learning, but coach has made no attempt at coordination or integration. Most goals are suitable for most teachers.</p>	<p>Most goals for the Instructional Support Program represent high expectations and rigor. Goals are clear and have a viable method of assessment. Goals reflect several types of learning and outcomes are part of an integrated instructional plan. Goals consider the varying needs of groups of teachers.</p>	<p>All goals for the Instructional Support Program represent high expectations and rigor in the learning of literacy content and best pedagogical practices. Goals are clear and have a viable method of assessment. Goals reflect several types of learning and outcomes are part of an integrated instructional plan. Goals consider the varying needs of individual teachers.</p>

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1d</b></p> <p><b>Demonstrating Knowledge of Resources, both and Within and Beyond the School and District</b></p> <p><b>Weight 3.0</b></p>	Literacy Coach is unaware of and/or does not utilize available resources in the school or district to help teachers enhance their teaching practice.	Literacy Coach utilizes a limited number of resources available in the curriculum, school, or district and inconsistently or incorrectly guides teachers to use the appropriate resources to enhance their teaching practice.	Literacy Coach demonstrates knowledge of resources available through the curriculum, school, or district and guides teachers to use the appropriate resources to enhance their teaching practice. Literacy Coach models for teachers how to use these resources to enhance their teaching practice	Literacy Coach seeks out multiple high-quality resources in and beyond the curriculum, school, or district, on the Internet, and in the professional community. Literacy Coach models for teachers how to use these resources to enhance their teaching practice and supports teachers' autonomy in securing future resources.

### Domain 2: Context of Learning

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1e</b></p> <p><b>Planning the Instructional Support Program, Integrated with the Overall School Program</b></p> <p><b>Weight 5.0</b></p>	The series of learning experiences is poorly aligned with the school goals and does not represent a coherent structure. The activities are not designed to engage teachers nor do they consider protocols for adult learning. Activity time allocations are unrealistic.	Some of the learning experiences and materials are aligned to the school goals. The plan has a recognizable structure; the progression of activities is disjointed. Some activities engage teachers and consider protocols for adult learning. Most activity time allocations are realistic.	Literacy Coach coordinates knowledge of content, audience, and of resources to design a series of learning experiences aligned to school goals and protocols for engaging adult learning. The plan has a coherent structure with logical progression of activities. The plan is developed following consultation with administrators. Activity time allocations are realistic.	Literacy Coach coordinates comprehensive knowledge of content, audience, and of resources to design a series of learning experiences aligned to school goals and protocols for engaging adult learning. The plan has a sophisticated structure and is developed following consultation with administrators, teachers, and other literacy coaches. Activity time allocations are realistic and differentiated to meet teacher needs and requests.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>If</b></p> <p><b>Developing a Plan to Evaluate the Instructional Support Program</b></p> <p><b>Weight 4.0</b></p>	<p>Literacy Coach creates an evaluation plan that is not aligned with professional learning outcomes or school goals. Literacy coach utilizes summative assessments only to indicate the degree to which learning goals have been met and has no plan to incorporate formative assessment or to use evaluation results in designing future professional learning.</p>	<p>Literacy Coach creates an evaluation plan that is somewhat aligned with professional learning outcomes and school goals. Formative assessments are included to indicate the degree to which the goals have been met, but results are not used to design future professional learning.</p>	<p>Evaluation plan is designed in collaboration with administrators and teachers. Evaluation plan is mainly organized around professional learning outcomes and school goals. Both formative and summative assessments are used to indicate the degree to which the goals have been met and results are used to design future professional learning.</p>	<p>Evaluation plan is designed in collaboration with administrators and teachers as part of the creation of the Instructional Support Program. Evaluation plan is clearly organized around professional learning outcomes and school goals with both formative and summative assessments used in an ongoing cycle to assess the degree to which the goals have been met. Data from assessments are reviewed routinely by the school team and results are used to design future professional learning.</p>

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2a</b></p> <p><b>Developing Trusting and Respectful Relationships</b></p> <p><b>Weight 7.0</b></p>	<p>Does not establish relationships built on trust and/or allows teachers to be disrespectful to peers during professional learning activities.</p>	<p>Builds trusting relationships with a limited number of teachers across multiple grade levels or departments. Inconsistently and/or ineffectively corrects disrespectful interactions during professional learning activities.</p>	<p>Develops trusting relationships with many teachers across multiple grade levels and departments. Promotes a respectful environment during professional learning activities.</p>	<p>Intentionally plans and implements specific measures and activities to develop trusting relationships with teachers. Seeks ongoing feedback to improve relationships. Upholds a respectful environment during professional learning activities with teachers often fostering this standard among themselves.</p>

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2b</b></p> <p><b>Establishing an Environment for Ongoing Instructional Improvement and Learning</b></p> <p><b>Weight 7.0</b></p>	<p>The professional learning environment is characterized by a lack of commitment to learning and improvement. There is little or no investment of energy in the task at hand. Participation is not expected or valued. Literacy Coach conveys the attitude that the work of improving instruction is externally mandated and is not important to school improvement.</p>	<p>The professional learning environment is characterized by a commitment to learning and improvement by some teachers. Teachers demonstrate limited investment of energy in the task at hand. Participation is expected and valued by some. Literacy Coach conveys the attitude that the work of improving instruction is a matter of individual choice.</p>	<p>The professional learning environment is characterized by high expectations and a commitment to learning and improvement. Most teachers actively participate in the planned activities; language used in their discourse shows involvement in the subject matter and the task at hand. Literacy Coach conveys an attitude that values professional inquiry and encourages the teachers actively seeking improvement of his or her instructional skills.</p>	<p>The professional learning environment is characterized by high expectations and a shared commitment to learning and improvement. The Literacy Coach facilitates activities while teachers take ownership and determine the methods of completing the professional learning tasks. The Literacy Coach establishes an environment of professional inquiry in which teachers initiate activities to be undertaken with support.</p>

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2c</b></p> <p><b>Collaboration During Professional Learning</b></p> <p><b>Weight 5.0</b></p>	<p>Opportunities for collaboration during professional learning activities are ineffective or unplanned.</p>	<p>Opportunities for teachers to collaborate during professional learning activities are inconsistent or ineffective. Collaborative activities may not produce intended result or are unsuccessful.</p>	<p>Consistent opportunities for teachers to work collaboratively during professional learning activities are provided; activities are effective, appropriate to the task at hand, and produce the desired result.</p>	<p>Through insightful use of group dynamic activities and thoughtful selection of professional learning activities, the Literacy Coach intentionally plans for a collaborative learning environment with clear expectations that promotes cohesion and cooperation among a community of learners who monitor their own learning to complete the task at hand.</p>

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2d</b></p> <p><b>Establishing Clear Procedures for Teachers to Gain Access to instructional Support</b></p> <p><b>Weight 6.0</b></p>	<p>Teachers are unsure of how to gain assistance from the Literacy Coach. Information on available services has not been provided to teachers.</p>	<p>Procedures for gaining access to instructional support are unclear or lack consistency. Information on available services has been provided to all teachers at the beginning of the year.</p>	<p>Literacy Coach has outlined clear procedures for teachers to use in gaining access to support. Information on available services has been provided to all teachers at various points in the year and as needed due to staffing changes. Access methods may include email, telephone, personal requests, or via paper request in mailbox.</p>	<p>Literacy Coach outlines varied and flexible procedures that offer teachers opportunities to independently schedule or request support. Information on available services has been provided to all teachers in a variety of formats at various points in the year, and is constantly maintained in an obvious location such as outside the coach's office or on the coach's web page.</p>
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2e</b></p> <p><b>Communicating and Evaluating Professional Learning Goals / Objectives</b></p> <p><b>Weight 5.0</b></p>	<p>Professional learning goals/outcomes are not communicated or evaluated during learning activities.</p>	<p>Goals/outcomes of professional learning activities are ineffectively communicated and/or lack clarity. Formative tools are inconsistently and/or ineffectively used to evaluate the degree of success of the learning activities.</p>	<p>Goals/outcomes of professional learning activities have been clearly communicated and made visible to participants.</p> <p>Formative tools are utilized to evaluate the degree of success of the learning activities.</p>	<p>Goals/outcomes of professional learning activities are consistently evaluated using formative measures throughout activities. Shifts in activities take place during professional learning based on participant feedback and results of formative measures. Results of formative measures are also considered when preparing future learning activities.</p>

## Instructional Evaluation System

### Domain 3: Delivery of Service: Professional Learning and Coaching Activities

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>3a</b> <b>Collaborating with Teachers in the Design of Instructional Units and Lessons</b></p> <p><b>Weight 5.0</b></p>	Declines to collaborate with teachers in the design of instructional lessons or collaborates only when specifically directed to do so.	Collaborates with few teachers in the design of instructional lessons and units across a limited range of grade levels/ departments. Coach/teacher collaboration may be limited to providing resources, co-planning of lesson or unit, or participation in an incomplete coaching cycle. Consistently does most of the work for teachers.	Collaborates with multiple classroom teachers in the design of instructional lessons and units across multiple grade levels/ departments. Coach/teacher collaboration engages teachers in the complete coaching cycle (co-planning, co-teaching/demonstration, and reflection).	Collaborates with multiple classroom teachers in the design of instructional lessons and units across multiple grade levels/ departments and/or as a part of ongoing partnerships. Coach/teacher collaboration engages teachers in multiple coaching cycles resulting in revised lessons or instructional modules.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>3b</b> <b>Develops and Facilitates Highly Crafted Adult Professional Learning Activities</b></p> <p><b>Weight 7.0</b></p>	Professional learning activities lack research-based practices for adult learning. Few, if any, components of adult learning theory are present in the design of learning activities. Few, if any, formative measures are utilized.	Attempts are made to use some protocols and procedures based on adult learning theory, but activities are not regularly productive. Development of learning activities lack many components of adult learning theory. Ineffective or inappropriate formative measures are utilized.	Consistently uses a variety of protocols and procedures based on adult learning theory to efficiently and effectively facilitate learning activities. Learning activities contain essential components of adult learning theory to ensure teacher transfer of learning to classroom. Coach consistently uses results of formative assessments to design future professional learning activities.	Consistently uses a variety of protocols and procedures based on needs and desires of adult learners to efficiently and effectively facilitate learning activities. Learning activities contain opportunities for teacher reflection based on transfer of learning to classroom with coach regularly participating in reflective dialogue to help teachers develop independence in responding to the needs of students. Coach consistently



## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>3d</b></p> <p><b>Utilizing Coaching Methods</b></p> <p><b>Weight 6.0</b></p>	Does not apply or utilize knowledge of research-based coaching methods. Schedules coaching sessions only when directed to do so.	Inconsistently or ineffectively applies and utilizes knowledge of research-based coaching methods with teachers. Coaching sessions do not produce changes in teacher skill level.	Uses a variety of research-based coaching methods to support changes in teacher skill level (may include coaching cycles, demonstration lessons, curriculum team meetings, common scoring sessions, book study, etc.). Changes in teacher skill level are evidenced through formative measures.	Intentionally selects from a variety of research-based coaching methods to match teacher needs to support changes in teacher skill level (may include coaching cycles, demonstration lessons, curriculum team meetings, common scoring sessions, book study, etc.). Ongoing coaching sessions move teacher toward becoming a reflective practitioner who independently applies coaching strategies.

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>3e</b></p> <p><b>Demonstrating Student Centered &amp; Data Driven Coaching</b></p> <p><b>Weight 5.0</b></p>	Data are collected, but ineffectively organized and analyzed. Literacy Coach meets with teachers to hold data conversations only when directed to do so. Discussions do not lead to planned actions.	Data are collected, but inconsistently and/or ineffectively analyzed. Literacy Coach meets with teachers to hold data conversations, but discussions do not include relevant coaching points or lead to an appropriate course of action.	Prior to meeting with teachers, multiple data sources are effectively analyzed and relevant coaching points are determined for use in data driven dialogues that result in an appropriate course of action for student learning.	Coach and teacher collaboratively analyze multiple data sources. Coach utilizes reflective coaching practices to guide teachers toward independent data analysis and determination of an appropriate course of action for student learning that includes progress monitoring.

## Instructional Evaluation System

### Domain 4: Professional Responsibilities

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>4a</b></p> <p><b>Reflecting on Practice</b></p> <p><b>Weight 5.0</b></p>	Literacy coach does not know whether the activity was effective or achieved its learning goals or outcomes, or profoundly misjudges the success of the activity. Offers no suggestions on how professional learning activity could be improved.	Inconsistently or inaccurately assesses the effectiveness of the activity and the degree to which outcomes are met. Offers general suggestions about how the professional learning activity could be improved.	Consistently and accurately assesses the effectiveness of the activity and the degree to which outcomes are met. Can cite evidence to support the judgment. Offers a few specific suggestions for improvement to professional learning activity that will result in a change to teacher skill level.	Literacy coach makes a thoughtful and accurate assessment of the activity's effectiveness and the extent to which it achieved its learning goals and outcomes, citing many specific examples from the activity and weighing the relative strengths of each. Offers multiple thoughtful and specific alternative actions/activities, complete with the probable success of different courses of action.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>4b</b></p> <p><b>Preparing and Submitting Reports</b></p> <p><b>Weight 3.0</b></p>	Fails to follow established procedures for preparing reports; submit reports only when directed to do so.	Inconsistently or ineffectively follows established procedures for preparing and submitting reports. Reports are routinely late, incomplete and or inaccurate.	Reports are completed successfully and follow established procedures. Reports are submitted on time.	Reports are always completed accurately with attention to detail and follow established procedures. All reports are submitted on time.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>4c</b></p> <p><b>Coordinating Work with Others</b></p> <p><b>Weight 6.0</b></p>	<p>Rarely, if ever, contributes ideas that might improve the school/district. Does not work with other colleagues or literacy coaches or support school/district activities.</p>	<p>Occasionally suggests ideas aimed at improving the school/district. Inconsistently participates with other colleagues or literacy coaches and has limited involvement with school/district events.</p>	<p>Contributes as a team player who offers ideas, expertise, and time to their school and/or district work. Participates with colleagues at school events or with other literacy coaches assisting with district events.</p>	<p>Contributes as a team player who offers ideas, expertise, and time to the overall mission of the school/district work, complete with reflection on possible outcomes of different ideas or time limitations. Actively participates with colleagues at school events or with other literacy coaches assisting with district events, reflecting on success of event in consideration of designing future work.</p>
<p><b>4d</b></p> <p><b>Growing or Developing Professionally</b></p> <p><b>Weight 5.0</b></p>	<p>Literacy coach engages in no professional learning activities to enhance knowledge or skill. Coach resists feedback on coaching performance from supervisor or school administrator. Coach makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Literacy coach participates in professional learning activities to a limited extent when they are convenient, inconsistently or ineffectively uses newly acquired learning to improve practice and accomplish goals. Coach accepts, with some reluctance, feedback on coaching performance from supervisor or school administrator. Coach finds limited ways to contribute to the profession.</p>	<p>Literacy coach seeks out opportunities for professional learning activities to enhance content knowledge and pedagogical skill. Coach welcomes feedback from supervisor, school administrator, or from colleagues when opportunities arise through professional collaboration. Coach uses feedback and suggestions to improve performance and assist other educators.</p>	<p>Literacy coach seeks out opportunities for professional learning activities to enhance content knowledge and pedagogical skill and makes a systematic effort to conduct action research. Coach seeks out feedback on coaching from supervisor, school administrator, and colleagues. Coach initiates important activities to contribute to the profession and assist other educators.</p>

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>4e</b></p> <p><b>Showing Professionalism including Integrity and Confidentiality</b></p> <p><b>Weight 6.0</b></p>	<p>Literacy Coach inconsistently adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality. Coach fails to comply with school and district regulations and time lines. Coach has difficulty demonstrating respect, responsibility, honesty and integrity; requires frequent support supervision; resists feedback from administrators and supervisor; does not work cooperatively with staff. Violates trust of colleagues, teachers, and administrators by breaking confidentiality.</p>	<p>Literacy Coach strives to adhere to standards for professional conduct and overall performance requirements, including attendance and punctuality. Coach complies minimally with school and district regulations, doing just enough to get by. The coach strives to develop behaviors that model the values of respect, responsibility, honesty and integrity; however, she requires some support supervision. She responds appropriately to and acts upon feedback. Coach works cooperatively with school staff most of the time. Makes occasional lapses in judgment by sharing confidential information.</p>	<p>Literacy Coach consistently adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality. The coach complies fully with school and district regulations. Performs with minimum supervision. The coach helps members of the school community understand and adhere to these professional obligations, responds well to and acts upon feedback, and works cooperatively with school staff. Keeps the trust of colleagues and administrators by maintaining confidentiality and only sharing information as appropriate. Displays a high level of integrity and professionalism; uses good judgment.</p>	<p>Literacy Coach consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The coach fully complies with school and district regulations. Performs with minimum supervision. Coach makes a concerted effort to challenge negative attitudes or practices and helps members of the school community understand and adhere to these professional obligations. She actively seeks, responds well to and acts upon feedback. The coach works cooperatively with school staff and actively encourages colleagues to do so. Promotes confidentiality with colleagues and administrators and reminds others of the norm as appropriate. Maintains the highest standard of professionalism, integrity, and judgment by assuming a leadership role in proactively projecting these qualities.</p>

**Formal Observation Rubric – Media Specialists**

Media Specialist \_\_\_\_\_ School \_\_\_\_\_ Participants \_\_\_\_\_

Type of Specialist \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Summary of the Activity:

Evidence of Professional Activity:

**Evidence of Professional Activity**

**Domain 1: Planning and Preparation**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Improvement Needed/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>1a</b></p> <p><b>Demonstrating Knowledge of Literature, Information Technology, and 21<sup>st</sup> Century Learner Standards</b></p> <p><b>Weight 5.0</b></p>	Media specialist demonstrates little or no knowledge of literature, information technology, and 21 <sup>st</sup> Century Learner Standards.	Media specialist demonstrates limited knowledge or literature, information technology, and 21 <sup>st</sup> Century Learner Standards.	Media specialist demonstrates thorough knowledge of literature, information technology, and 21 <sup>st</sup> Century Learner Standards.	Media specialist draws on extensive professional resources, demonstrates rich knowledge and understanding of literature, information technology, and 21 <sup>st</sup> Century Learner Standards.
<b>Component</b>	<b>Unsatisfactory</b>	<b>Improvement Needed/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>1b</b></p> <p><b>Demonstrating Knowledge of the School’s Performance Plan and Student Needs Within the Academic Program</b></p> <p><b>Weight 5.0</b></p>	Media specialist demonstrates little or no knowledge of the school’s performance plan and little or no knowledge of student needs for information skills within the academic standards.	Media specialist demonstrates basic knowledge of the school’s performance plan and little or no knowledge of student needs for information skills within the academic standards.	Media specialist demonstrates thorough knowledge of the school’s performance plan and knowledge of student needs for information skills within the academic standards.	Media specialist takes a leadership role with the school to advocate the information skills needed by students within the school’s performance plan and academic program.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>Establishing Goals for the Library/Media Program Appropriate to the Age Level of Students Served and the School Performance Plan</b></p> <p><b>Weight 4.0</b></p>	Media specialist has no clear goals, or goals are not appropriate to the age of students and the school performance plan.	Media specialist's goals are rudimentary and are partially suitable to the age of students and the school performance plan.	Media specialist's goals are clear and appropriate to the age of students and the school performance plan.	Media specialist's goals for the media program are highly appropriate to the situation in the school, to the age of the students, to the school performance plan, and have been developed following consultations with students and colleagues.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1d Demonstrating Knowledge of Resources and Technology within the School, District, and Community</b></p> <p><b>Weight 4.0</b></p>	Media specialist demonstrates little or no familiarity with resources and technology to enhance own knowledge, to use in teaching, or for students who need them.	Media specialist demonstrates basic knowledge of resources and technology available for students and teachers in the school, the district and the community.	Media specialist is fully aware of resources and technology available for students and teachers in the school, the district and the community.	Media specialist is fully aware of resources and technology available for students and teachers in the school, the district and the community, and actively seeks out new resources from a wide range of sources to enrich the school's program.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1e</b></p> <p><b>Developing and Implementing a Plan to Integrate the Media Program into the School Performance Plan</b></p> <p><b>Weight 4.0</b></p>	Media specialist's program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Media specialist's program has a guiding principle and includes a number of worthwhile activities, but some do not fit with the broader goal.	Media specialist's program is well designed to support both teachers and students with their information needs.	Media specialist's plan is highly coherent, taking into account 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 and administrators.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1f</b></p> <p><b>Developing a Plan to Evaluate the Media Program</b></p> <p><b>Weight 3.0</b></p>	Media specialist has no plan to evaluate the media program or resists suggestions that such a plan is important.	Media specialist has a rudimentary plan to evaluate the media program.	Media specialist's plan to evaluate the media program states clear goals and shows a collection of evidence to prove the goals have been met.	Media specialist's evaluation plan is highly sophisticated, with a variety of sources of evidence and a clear vision of how the media program can be improved year after year.

## Instructional Evaluation System

### Domain 2: The Environment

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2a</b></p> <p><b>Creating an Environment of Respect and Rapport</b></p> <p><b>Weight 7.0</b></p>	Interactions, both between the media specialist and students and among students are negative, inappropriate, or insensitive to students and are characterized by sarcasm, putdowns, or conflict.	Interactions, both between the 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 developmental differences among students.	Interactions, both between the media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the developmental differences among groups of students.	Interactions among the media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students and their levels of development. Students themselves ensure high levels of civility among students in the media center.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2b</b></p> <p><b>Establishing an Environment for Investigation and Love of Literature</b></p> <p><b>Weight 7.0</b></p>	Media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Media specialist, in interactions with both students and colleagues, conveys a sense of importance of seeking information and reading literature.	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.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2c</b></p> <p><b>Establishing and Maintaining Media Center Procedures</b></p> <p><b>Weight 6.0</b></p>	<p>Media center routines and procedures (for example- circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Media assistants are confused as to their role.</p>	<p>Media center routines and procedures (for example, circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for media assistants are partially successful.</p>	<p>Media center routines and procedures (for example, circulation of materials, working on computers, independent work) have been established and function smoothly. Media assistants are clear as to their role.</p>	<p>Media center routines and procedures (for example- circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Media assistants work independently and contribute to the success of the media center.</p>
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2d</b></p> <p><b>Managing Student Behavior</b></p> <p><b>Weight 5.0</b></p>	<p>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.</p>	<p>It appears that the 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.</p>	<p>Standards of conduct appear to be clear to students, and the media specialist monitors student behavior against those standards. Media specialist's response to student misbehavior is appropriate and respectful to students.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. Media specialist's 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.</p>

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2e</b></p> <p><b>Organizing Physical Space to Enable Smooth Flow</b></p> <p><b>Weight 5.0</b></p>	Media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Media 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.

### Domain 3: Delivery of Service

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>3a</b></p> <p><b>Maintaining and Extending the Library Collection in Accordance with the School's Needs and Within the Budget Limitations</b></p> <p><b>Weight 6.0</b></p>	Media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically weed the collection of outdated material. Collection is unbalanced among different areas.	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.	Media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically weeds the collection of outdated material. Collection is balanced among different areas.	Media specialist selects materials for the collection thoughtfully and in consultation with stakeholders, and periodically weeds the collection of outdated material. Collection is balanced among different areas.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<b>3b</b>  <b>Collaborating with Teachers in the Design of Instructional Units and Lessons</b>  <b>Weight 7.0</b>	Media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<b>3c</b>  <b>Engaging Students in Enjoying Literature and in Learning Information Skills</b>  <b>Weight 7.0</b>	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, 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.

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<b>3d</b>  <b>Assisting Students and Teachers in the Use of Technology in the Media Center</b>  <b>Weight 5.0</b>	Media specialist declines to assist students and teachers in the use of technology in the media center.	Media specialist assists students and teachers in the use of technology in the media center when specifically asked to do so.	Media specialist initiates sessions to assist students and teachers in the use of technology in the media center.	Media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the media center and throughout the educational environment.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>3e</b></p> <p><b>Demonstrating Flexibility and Responsiveness</b></p> <p><b>Weight 5.0</b></p>	Media specialist adheres to the media program, in spite of evidence of its inadequacy.	Media specialist makes modest changes in the media program when confronted with evidence of the need for change.	Media specialist makes revisions to the media program when they are needed.	Media specialist is continually seeking ways to improve the media program and makes changes as needed in response to student, parent, or teacher input.

### Domain 4: Professional Responsibilities

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>4a</b></p> <p><b>Reflecting on Practice</b></p> <p><b>Weight 6.0</b></p>	Media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	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.	Media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Media specialist makes some specific suggestions as to how the media program might be improved.	Media specialist's reflection is highly accurate and perceptive, citing specific examples. Media specialist draws on an extensive repertoire to suggest alternative strategies.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>4b</b></p> <p><b>Preparing and Submitting Reports</b></p> <p><b>Weight 4.0</b></p>	Media specialist ignores teacher requests when preparing requisitions and does not follow proper procedures for inventories and reports.	Media specialist sometimes listens to teacher requests when preparing requisitions and sometimes completes inventories and reports in a timely manner.	Media specialist honors teacher requests when preparing requisitions and follows established procedures to complete inventories and reports in a timely manner.	Media specialist anticipates teacher needs when preparing requisitions, follows established procedures and suggests improvements. Inventories and reports are completed in a timely manner.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<b>4c</b>  <b>Communicating with Parents and Community</b>  <b>Weight 4.0</b>	Media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Media specialist routinely engages in outreach efforts to parents and the larger community.	Media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefits.
<b>4d</b>  <b>Participating in a Professional Community</b>  <b>Weight 3.0</b>	Media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school/district events and initiatives.	Media specialist's relationships with colleagues are cordial, and the specialist participates in school/district events and initiatives when specifically requested.	Media specialist participates actively in school/district events and initiatives. Media specialist maintains positive and productive relationships with colleagues.	Media specialist makes a substantial contribution to school/district events and initiatives. Media specialist assumes a leadership role with colleagues.

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<b>4e</b>  <b>Engaging in Professional Learning</b>  <b>Weight 4.0</b>	Media specialist does not participate in professional learning activities, even when such activities are clearly needed for the enhancement of skills.	Media specialist's participation in professional learning activities is limited to those that are convenient or are required.	Media specialist seeks out opportunities for professional learning based on an individual assessment of need.	Media specialist actively pursues professional learning opportunities and makes a substantial contribution to the profession through offering professional learning activities to colleagues.



## Instructional Evaluation System

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### Formal Observation Rubric – Staffing Specialists

Staffing Specialist \_\_\_\_\_ School \_\_\_\_\_ Participants \_\_\_\_\_

Type of Specialist \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Summary of the Activity:

Evidence of Professional Activity:

### Evidence of Professional Activity Domain 1: Planning and Preparation

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<b>1a</b>  <b>Demonstrating Knowledge of Current Trends in Specialty Area</b>   <b>Weight 5.0</b>	Staffing specialist demonstrates little understanding of ESE eligibility requirements.	Staffing specialist demonstrates basic understanding of ESE eligibility requirements.	Staffing specialist demonstrates understanding of ESE eligibility requirements.	Staffing specialist demonstrates deep and thorough understanding of ESE eligibility requirements.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<b>1b</b>  <b>Demonstrating Knowledge Schools' ESE Program(s)</b>  <b>Weight 4.0</b>	Staffing specialist demonstrates little or no knowledge of the schools' ESE program(s).	Staffing specialist demonstrates basic knowledge of the schools' ESE program(s).	Staffing specialist demonstrates thorough knowledge of the schools' ESE program(s).	Staffing specialist is deeply familiar with the schools' ESE program(s) and actively seeks information and resources to help support the program(s).

NOTE: The Washington County School District Framework for Teaching has been adapted, with permission, from Charlotte Danielson's *Framework for Teaching*.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1c</b></p> <p><b>Establishing Goals for the Staffing Specialist Program Appropriate to the Setting and the Students Served</b></p> <p><b>Weight 4.0</b></p>	Staffing specialist has no clear goals for the Staffing Specialist program, or they are inappropriate the school/students.	Staffing specialist's goals for the Staffing Specialist program are rudimentary and are partially suitable to the school/students.	Staffing specialist's goals for the Staffing Specialist program are clear and appropriate to the school/student.	Staffing specialist's goals for the Staffing Specialist program are highly appropriate to the school/students and have been developed following consultation with stakeholders.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1d</b></p> <p><b>Planning the Staffing Specialist Program, Integrated with the Regular School Program</b></p> <p><b>Weight 3.0</b></p>	Staffing specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Staffing specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Staffing specialist has developed a plan that includes the important aspects of the eligibility process and providing technical assistance to ESE staff at the school.	Staffing specialist's plan is highly coherent and serves to support not only the school and staff, but also the broader educational program.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1e</b></p> <p><b>Demonstrating Knowledge of State Guidelines, Federal Regulations and District Policies and Procedures</b></p> <p><b>Weight 5.0</b></p>	Staffing specialist demonstrates little or no knowledge of state guidelines, federal regulations, and district policies and procedures or fails to follow them.	Staffing specialist demonstrates awareness of state guidelines, federal regulations, and district policies and procedures and makes an effort to follow them.	Staffing specialist has current knowledge of state guidelines, federal regulations, and district policies and procedures and consistently follows them.	Staffing specialist's knowledge of governmental guidelines and of resources for students is extensive and staffing specialist serves as a resource to others regarding state guidelines, federal regulations and district policies and procedures.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1f</b></p> <p><b>Assessing Goal Achievement</b></p> <p><b>Weight 4.0</b></p>	Staffing specialist has does not evaluate services at the individual, group and/or systems level.	Staffing specialist rarely incorporates data in evaluation of services at the individual, group and/or systems level.	Staffing specialist regularly incorporates data in evaluation of services at the individual, group, and/or systems levels.	Staffing specialist regularly incorporates data analysis in evaluation of services at the individual, group and/or systems levels and uses the data to improve services and outcomes.

### Domain 2: The Environment



## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2c</b></p> <p><b>Establishing Clear Procedures for School Staff and Stakeholders to Gain Access to Staffing Specialist Support</b></p> <p><b>Weight 5.0</b></p>	Staffing specialist has no clear procedures or processes for school staff and stakeholders to access assistance from the staffing specialist.	Staffing specialist has rudimentary and partially clear processes and procedures for school staff and stakeholders to access assistance from the staffing specialist.	Staffing specialist's processes and procedures work effectively so school staff and stakeholders know how to access assistance from the staffing specialist.	Staffing specialist's processes and procedures are seamless. The role of the staffing specialist and the services he/she provides are clear to all stakeholders.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2d</b></p> <p><b>Establishing and Maintaining Norms of Conduct for Professional Interactions</b></p> <p><b>Weight 7.0</b></p>	No norms of professional conduct have been established; staffing specialist's interactions with colleagues and other professional staff are frequently disrespectful.	Staffing specialist's interactions with colleagues and other professionals are cordial.	Staffing specialist consistently maintains respectful interactions with colleagues and other professionals.	Staffing specialist actively maintains inviting and mutually respectful interactions with colleagues and other professionals.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2e</b></p> <p><b>Organizing Physical Space</b></p> <p><b>Weight 4.0</b></p>	The staffing specialist's office space is in disarray.	The staffing specialist's attempts to create an inviting and well organized office space are partially successful.	The staffing specialist's office space is inviting and conducive to professional interactions.	The staffing specialist's office space is inviting and conducive to professional interactions, leading to stakeholders feeling invited and welcomed.

### Domain 3: Delivery of Service

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>3a</b></p> <p><b>Collaborating with Teachers</b></p> <p><b>Weight 5.0</b></p>	Staffing specialist does not provide updated training information to teachers after staffing specialist meetings.	Staffing specialist inconsistently provides basic training information to teachers after staffing specialist meetings.	Staffing specialist consistently provides training information to teachers after staffing specialist meetings.	Staffing specialist consistently provides detailed training information and provides additional training information in addition to that provided by the district.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>3b</b></p> <p><b>Evaluating Student Needs in Compliance with State and District</b></p> <p><b>SP &amp; P</b></p> <p><b>Weight 7.0</b></p>	Staffing specialist is unprepared when conducting ESE/EP eligibility meetings.	Staffing specialist has documentation/forms available for ESE/EP eligibility meetings, but is disorganized and does not adequately follow established procedures.	Staffing specialist is prepared with correct documentation and forms for ESE/EP eligibility meeting and adequately follows established procedures.	Staffing specialist is thoroughly prepared with correct documentation and forms for ESE/EP eligibility meetings and consistently follows established procedures, ensuring the participants understand the procedures.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<b>3c</b>  <b>Communicating with Families</b>   <b>Weight 7.0</b>	Staffing specialist fails to communicate with families or secure appropriate parental signatures, or communicates in an insensitive manner.	Staffing specialist's communication with families is partially successful; signatures are obtained but there are occasional insensitivities to linguistic traditions and/or unique characteristics of the family.	Staffing specialist's communication with families is successful; signatures are obtained in a manner sensitive to linguistic traditions and/or unique characteristics of the family.	Staffing specialist's communication with families is highly successful; signatures are obtained in manner sensitive to linguistic traditions and/or unique characteristics of the family. Staffing Specialist reaches out to families to enhance trust.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<b>3d</b>  <b>Collecting Information; Writing IEP/EP</b>   <b>Weight 6.0</b>	Staffing specialist neglects to collect important information on which to base the components of the IEP/EP.	Staffing specialist collects most of the important information on which to base the components of the IEP/EP.	Staffing specialist collects all important information on which to base the components of the IEP/EP.	Staffing specialist is proactive in collecting important information on which to base the components of the IEP/EP by actively collaborating with teachers and parents.

<b>3e</b>  <b>Demonstrating Flexibility and Responsiveness</b>   <b>Weight 5.0</b>	Staffing specialist adheres to his/her plan in spite of evidence of its inadequacy.	Staffing specialist makes modest changes in plan when confronted with evidence of the need for change.	Staffing specialist makes revisions to the plan when it is needed.	Staffing specialist is continually seeking ways to improve the plan and makes changes, as needed, in response to student, parent, teacher or administrator input.
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## Instructional Evaluation System

### Domain 4: Professional Responsibilities

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>4a</b></p> <p><b>Reflecting on Practice</b></p> <p><b>Weight 4.0</b></p>	Staffing specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Staffing 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.	Staffing specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Staffing Specialist makes some specific suggestions as to how programs and procedures might be improved.	Staffing specialist's reflection is highly accurate and perceptive, citing specific examples and the staffing specialist develops a plan to improve and measure changes in practice.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>4b</b></p> <p><b>Scheduling and Preparing IEPs/EPs and Submitting IEPs/EPs to District in a Timely Manner</b></p> <p><b>Weight 5.0</b></p>	Staffing specialist does not follow established procedures for preparing IEPs/EPs and submitting completed IEPs/EPs.	Staffing specialist's efforts to follow established procedures for preparing IEPs/EPs are partially successful and follow established procedures. IEP/EP submissions to district are not consistent.	Staffing specialist consistently follows established procedures for preparing IEPs/EPs and consistently submits IEPs/EPs to the district, as required.	Staffing specialist's approach to IEP/EP preparation is highly systematic and serves as a model for colleagues. IEPs/EPs are routinely submitted to the district within two weeks of the IEP/EP meeting occurring.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<b>4c</b>  <b>Coordinating Work with Other Staffing Specialists</b>  <b>Weight 4.0</b>	Staffing specialist makes no effort to collaborate with other staffing specialists.	Staffing specialist responds positively to other staffing specialists within the district to collaborate.	Staffing specialist initiates efforts to collaborate with other staffing specialists within the district.	Staffing specialist takes a leadership role in coordinating collaborative initiatives among other staffing specialists.
<b>4d</b>  <b>Participating in a Professional Community</b>  <b>Weight 4.0</b>	Staffing specialist's relationships with colleagues are negative or self-serving and the specialist avoids being involved in school/district events and initiatives.	Staffing specialist's relationships with colleagues are cordial, and the specialist participates in school/district events and initiatives when specifically requested.	Staffing specialist participates actively in school/district events and initiatives. Staffing specialist maintains positive and productive relationships with colleagues.	Staffing specialist makes a substantial contribution to school/district events and initiatives. Staffing specialist assumes a leadership role with colleagues.

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<b>4e</b>  <b>Engaging in Professional Learning</b>  <b>Weight 3.0</b>	Staffing specialist does not participate in professional learning activities, even when such activities are clearly needed for the enhancement of skills.	Staffing specialist's participation in professional learning activities is limited to those that are convenient or are required.	Staffing specialist seeks out opportunities for professional learning based on an individual assessment of need.	Staffing specialist actively pursues professional learning opportunities and makes a substantial contribution to the profession through such activities as offering professional learning opportunities to colleagues.

## Instructional Evaluation System

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Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<b>4f</b>  <b>Showing Professionalism</b>          <b>Weight 5.0</b>	Staffing specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Staffing specialist is honest in interactions with colleagues and respects norms of confidentiality.	Staffing specialist displays high standards of honesty, integrity in interactions with colleagues and respects norms of confidentiality.	Staffing specialist can be counted on to hold the highest standards of honesty, integrity. Staffing specialist takes a leadership role with colleagues in respecting norms of confidentiality.

**Formal Observation Rubric – Student Services Personnel**

**(Guidance Counselors, School Psychologists, Social Workers)**

SS Personnel \_\_\_\_\_ School \_\_\_\_\_ Participants \_\_\_\_\_

Activity \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Summary of the Activity

Evidence of Student Services Practice

**Domain 1: Data-Based Decision Making and Evaluation of Practices**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Improvement Needed/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>1a</b></p> <p><b>Collects and uses data to develop and implement interventions within a problem-solving framework.</b></p> <p><b>Weight 6.0</b></p>	<p>Does not collect or use data to inform interventions within a problem-solving framework OR ineffectively demonstrates the practice/skill required.</p>	<p>Practice is emerging but requires supervision, support, and/or training to be effective independently.</p>	<p>Uses available school data and collects additional student data (e.g. screening, progress monitoring, and diagnostic assessment) relevant to informing problem identification, problem analysis, and intervention design.</p>	<p>Uses and/or facilitates collecting district data relevant to informing problem identification, problem analysis, and intervention design at the systems level.</p>
<b>Component</b>	<b>Unsatisfactory</b>	<b>Improvement Needed/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p><b>1b</b></p> <p><b>Analyzes multiple sources of qualitative and quantitative data to inform decision making.</b></p> <p><b>Weight 5.0</b></p>	<p>Does not analyze, integrate, and interpret data from multiple sources or use data to inform decisions OR ineffectively demonstrates the practice/skill required.</p>	<p>Practice is emerging but requires supervision, support, and/or training to be effective independently.</p>	<p>Analyzes, integrates, and interprets data from multiple sources at the individual and group level, and uses the data to inform decisions.</p>	<p>Analyzes, integrates, and interprets data from multiple sources at the school or district level, and uses the data to inform systems-level decisions.</p>

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1c</b></p> <p><b>Uses data to monitor student progress (academic and behavioral) and health and evaluate the effectiveness of services on student achievement.</b></p> <p><b>Weight 6.0</b></p>	Does not monitor student progress or evaluate the effectiveness of academic and behavioral instruction/intervention OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Uses individual and group data to monitor student progress, evaluate the effectiveness of academic and behavioral instruction/intervention, and modify interventions based on student data.	Uses school or district data to monitor the effectiveness of MTSS supports and district intervention program outcomes.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1d</b></p> <p><b>Shares student performance data in a relevant and understandable way with students, parents, and administrators.</b></p> <p><b>Weight 3.0</b></p>	Does not provide feedback on student performance and other assessment data; does not present data in a way that is understandable and relevant OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Provides feedback on student performance and other assessment data to stakeholders (students, teachers, parents, administrators, school teams) and presents data in a way that is understandable and relevant to stakeholder interest/needs.	Trains or mentors others to provide feedback on student performance and other assessment data to stakeholders and to present data in a way that is understandable and relevant to stakeholder interest/needs.

### Domain 2: Instruction/Intervention Planning and Design

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2a</b> Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.</p> <p><b>Weight 4.0</b></p>	Does not work with team to identify, problem solve, and plan academic and behavioral interventions OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Works with team and team members to identify, problem solve, and plan academic, behavioral, and health interventions.	Provides a leadership role by training others and facilitating team members' ability to identify, problem solve, and plan academic and behavioral interventions.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2b</b> Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.</p> <p><b>Weight 4.0</b></p>	Instruction and interventions are not aligned OR are poorly aligned with school improvement priorities and other mandates.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Uses multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.	Trains or mentors others in collecting and using multiple sources of data, including classroom, district, and state assessments, to design and plan instruction and interventions that are aligned with school improvement priorities and other mandates.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2c</b>  <b>Applies evidence –based research and best practices to improve instruction/ interventions.</b></p> <p><b>Weight 4.0</b></p>	<p>Fails to apply OR poorly applies evidence-based and best practices when developing and planning instruction and intervention.</p>	<p>Practice is emerging but requires supervision, support, and/or training to be effective independently.</p>	<p>Applies evidence-based and best practices when developing and planning instruction and intervention.</p>	<p>Applies evidenced-based best practices when developing and planning instruction and interventions across all levels of MTSS (individual, targeted group, school, systems).</p>
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2d</b>  <b>Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.</b></p> <p><b>Weight 4.0</b></p>	<p>Support plans are ineffectively developed (i.e. plans to not reflect goals or systems coordination and support to obtain stated goal).</p>	<p>Practice is emerging but requires supervision, support, and/or training to be effective independently.</p>	<p>Develops a support plan that reflects the goals of student/client systems and supports the goal.</p>	<p>Collaborates to identify systems- level needs, resources, and infrastructure to access services and supports.</p>

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2e</b></p> <p><b>Engages parents and community partners in the planning and design of instruction/ interventions.</b></p> <p><b>Weight 4.0</b></p>	Does not engage OR ineffectively engages families and community when planning and designing instruction/ intervention.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Engages families, community, and educational stakeholders when planning and designing instruction and interventions. Parent input is valued and incorporated into plans.	Develops systems-level strategies (e.g. validate participation, decision making, two- way communication) for engaging families and community when planning and designing instruction and interventions.

### Domain 3: Instruction/Intervention Delivery and Facilitation

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>3a</b></p> <p><b>Collaborates with school- based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic and behavioral success and health of all students.</b></p> <p><b>Weight 3.0</b></p>	Does not contribute to the development and implementation of MTSS at the school level OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Facilitates the development of MTSS at the school level by planning and implementing interventions whose intensity matches student, group, or school needs.	Facilitates the development of MTSS at the district level by planning and implementing interventions that address systemic issues/concerns.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>3b</b></p> <p><b>Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.</b></p> <p><b>Weight 4.0</b></p>	Does not consult/ collaborate OR demonstrates practice/ skill ineffectively when planning, implementing, or evaluating academic and behavioral services.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Consults and collaborates at the individual, family, and group levels to plan, implement, and evaluate academic, behavioral, and health services.	Consults and collaborates at the school/systems level to plan, implement, and evaluate academic and behavioral services.

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>3c</b></p> <p><b>Implements evidence- based practices within a multitiered framework.</b></p> <p><b>Weight 4.0</b></p>	Does not incorporate OR ineffectively demonstrates evidence-based practices when implementing interventions for individual students and targeted groups.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Incorporates evidence-based practices in the implementation of interventions for individual students and targeted groups.	Assists in identifying and implementing evidence-based practices relevant to system-wide (school or district) interventions and supports.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>3d</b></p> <p><b>Identifies, provides, and/ or refers for supports designed to help students overcome barriers that impede learning.</b></p> <p><b>Weight 3.0</b></p>	Does not identify barriers to learning or connect students with resources that support positive outcomes/goals OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Identifies barriers to learning and connects students with resources that support positive student outcomes/goals.	Identifies the systemic barriers to learning and facilitates the development of broader support systems for students and families.

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>3e</b></p> <p><b>Promotes student outcomes related to career and college readiness.</b></p> <p><b>Weight 3.0</b></p>	Does not develop interventions that increase student engagement or support attainment of postsecondary goals OR ineffectively demonstrates practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Develops/plans interventions or programs to increase student engagement (e.g. attendance, on task behavior, rigorous/ relevant instruction, participation in school activities) and support attainment of post- secondary goals.	Develops/plans district-level or school level policies/ interventions/ supports that address student postsecondary goal attainment.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>3f</b></p> <p><b>Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.</b></p> <p><b>Weight 3.0</b></p>	Does not inform students, staff, or parents about best practices related to developmental issues, barriers to learning, or risk factors OR demonstrates practice/skill ineffectively.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Provides students, staff, and parents with information, research, and best practices related to developmental issues, barriers to learning, and risk factors.	Develops/provides trainings that include best practices related to developmental issues, barriers to learning and risk factors.

### Domain 4: Learning Environment

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>4a</b></p> <p><b>Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.</b></p> <p><b>Weight 5.0</b></p>	Does not interact with school personnel to promote and implement school-wide positive behavior supports OR poorly demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Interacts with school personnel to promote and implement school-wide positive behavior supports.	Interacts with school, district, parents, and community partners to sustain and promote effective system-wide programs/services that result in a healthy school climate.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>4b</b></p> <p><b>Collaborates with school personnel and students to foster student engagement</b></p> <p><b>(e.g. involvement, motivation, persistence, resilience, ownership).</b></p> <p><b>Weight 5.0</b></p>	Does not consult with school personnel to support and/or increase student engagement OR ineffectively demonstrates the practice/skill required.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Consults with school staff and students to identify strengths and weaknesses as part of problem solving and intervention planning to increase student engagement.	Examines need and feasibility for systemic intervention to support and increase student engagement districtwide.

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>4c</b></p> <p><b>Promotes safe school environments.</b></p> <p><b>Weight 5.0</b></p>	Fails to demonstrate OR ineffectively demonstrates understanding, advocacy, and implementation of services/programs that address risk and protective factors among students/ staff.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Interacts with school personnel to promote and implement effective programs/services that result in a healthy and violence-free school climate (i.e. readiness, school failure, attendance, dropout, bullying, child abuse, youth suicide, school violence).	Interacts with learning community to enhance, support, and/or create safe and violence-free school climates through training and advancement of initiatives that relate to healthy and violence-free schools.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>4d</b></p> <p><b>Integrates relevant issues and contexts that impact family-school partnerships.</b></p> <p><b>Weight 5.0</b></p>	<p>Does not OR ineffectively demonstrates knowledge of influences on students, teachers, communication styles, techniques, and practices.</p>	<p>Practice is emerging but requires supervision, support, and/or training to be effective independently.</p>	<p>Identifies relevant issues that impact family school partnerships and uses this knowledge as the basis for problem solving related to prevention intervention.</p>	<p>Creates and promotes understanding and dialogue through training and information dissemination to examine the broader context of issues that impact family school partnerships.</p>
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>4e</b></p> <p><b>Provides a continuum of crisis intervention services.</b></p> <p><b>Weight 5.0</b></p>	<p>Does not OR ineffectively demonstrates skills related to collaboration for crisis intervention along the continuum of services.</p>	<p>Practice is emerging but requires supervision, support, and/or training to be effective independently.</p>	<p>Collaborates in crisis planning, prevention, response, and recovery and/or collaborates in implementing/evaluating programs.</p>	<p>Engages the learning community in strengthening crisis preparedness and response by organization, training, and information dissemination.</p>

### Domain 5: Professional Learning, Responsibility, and Ethical Practice

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>5a</b></p> <p><b>Develops a personal, professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.</b></p> <p><b>Weight 5.0</b></p>	Does not develop a personal professional growth plan with goals related to performance evaluation outcomes OR shows ineffective effort in this practice/skill.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Maintains a plan for continuous professional growth and skill development aligned with performance evaluation outcomes and personal/ professional goals.	Establishes continuous improvement strategy to identify and self-monitor areas for skill and professional growth based on performance outcomes.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>5b</b></p> <p><b>Engages in targeted professional growth opportunities and reflective practices (e.g. professional learning communities [PLC]).</b></p> <p><b>Weight 5.0</b></p>	Does not participate in professional learning opportunities OR demonstrates poor acceptance and/or use of constructive feedback to enhance skills.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Participates in professional learning opportunities consistent with the professional growth plan and uses feedback from supervisor and/or colleagues for skill enhancement.	Facilitates professional learning communities' review of practices and response to feedback from supervisor and/or coworkers.

Component	Unsatisfactory	Improvement	Effective	Highly Effective
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## Instructional Evaluation System

		<b>Needed/Developing</b>		
<b>5c</b> <b>Implements knowledge and skills learned in professional learning activities.</b>  <b>Weight 5.0</b>	Demonstrates little or no interest in altering practices and delivery of services to accommodate new knowledge and skills.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Integrates and applies acquired knowledge and training into professional practice.	Integrates acquired knowledge and training into practice for professional community.
<b>Component</b>	<b>Unsatisfactory</b>	<b>Improvement Needed/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>5d</b> <b>Demonstrates effective recordkeeping and communication skills.</b>  <b>Weight 5.0</b>	Does not OR ineffectively maintains reliable system of recordkeeping; fails to or poorly demonstrates active listening, written, and/or verbal communication skills.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Demonstrates reliable recordkeeping skills, demonstrates coherent, professional written/oral communication; adapts communication style and content to a variety of audiences; establishes rapport and is an active listener.	Supports record/data management system impacts on practice and facilitates active listening among professional learning community members.

## Instructional Evaluation System

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Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>5e</b></p> <p><b>Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.</b></p> <p><b>Weight 5.0</b></p>	Does not adhere to standards of professional practice, national and state laws, and/or local policy and procedures.	Practice is emerging but requires supervision, support, and/or training to be effective independently.	Adheres to professional standards, ethics and practices; maintains accurate, timely, and confidential records; and complies with relevant laws, rules, guidelines, and policies at the national, state, and local levels.	Demonstrates a clear understanding of professional practice standards and ethics. Operationalizes standards in day-to-day practice as a model for professional community members.

## Instructional Evaluation System

### Formal Observation Rubric – Therapeutic Specialists

Teacher \_\_\_\_\_ School \_\_\_\_\_ Participants \_\_\_\_\_

Type of Specialist \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Summary of the Activity

Evidence of Professional Activity

#### Domain 1: Planning and Preparation

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1a</b></p> <p><b>Demonstrating Knowledge of and Skill in the Specialist’s Area; Holding the Relevant Certificate or License</b></p> <p><b>Weight 5.0</b></p>	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 and/or holds an advanced certificate or license.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1b</b></p> <p><b>Establishing Goals/Objectives for the Therapy Program Appropriate to the Setting and the Students Served</b></p> <p><b>Weight 5.0</b></p>	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the needs of the students.	Specialist’s goals for the therapy program are rudimentary and are partially suitable to the situation and to the needs of the students.	Specialist’s goals for the therapy program are clear and appropriate to the situation in the school and to the needs of the students.	Specialist’s goals for the therapy program are highly appropriate to the situation in the school and to the needs of the students and have been developed following consultations with administrators and teachers.

NOTE: The Washington County School District Framework for Teaching has been adapted, with permission, from Charlotte Danielson’s *Framework for Teaching*.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1c</b></p> <p><b>Demonstrating Knowledge of District, State, and Federal Regulations and Guidelines</b></p> <p><b>Weight 5.0</b></p>	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 an active role in reviewing and revising district policies.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1d</b></p> <p><b>Demonstrating Knowledge of Resources, both Within and Beyond the School and District</b></p> <p><b>Weight 5.0</b></p>	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.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1e</b></p> <p><b>Planning the Therapy Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students</b></p> <p><b>Weight 5.0</b></p>	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work within the therapy setting.	Specialist’s plan is highly coherent and serves to support students individually within the broader educational program.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>1f</b></p> <p><b>Developing a Plan to Evaluate the Student’s Therapy Program</b></p> <p><b>Weight 5.0</b></p>	Specialist has no plan to evaluate the student’s program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the student’s 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 an individualized clear path toward improving the student’s program on an ongoing basis.

## Instructional Evaluation System

### Domain 2: The Environment

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2a</b></p> <p><b>Establishing Rapport with Students</b></p> <p><b>Weight 6.0</b></p>	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment area.	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 area.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2b</b></p> <p><b>Organizing Time Effectively</b></p> <p><b>Weight 6.0</b></p>	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 exercises 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.

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2c</b></p> <p><b>Establishing and Maintaining Clear Procedures for Referrals</b></p> <p><b>Weight 4.0</b></p>	Specialist is unaware of procedures for referrals; when teachers want to refer a student for special services, he/she is not sure how to go about it.	Specialist follows established procedures for referrals, but the details are not always clear.	Procedures for referrals, meetings and consultations with parents and administrators are clear.	Procedures for all aspects of referral and testing protocols are clear and have been developed in consultation with teachers and administrators.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2d</b></p> <p><b>Establishing Standards of Conduct in the Treatment Area</b></p> <p><b>Weight 6.0</b></p>	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 area. Specialist's attempts to monitor and correct negative behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment area. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment area. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>2e</b></p> <p><b>Organizing Physical Space for Testing of Students and Providing Therapy</b></p> <p><b>Weight 3.0</b></p>	The testing and treatment area is disorganized and poorly suited to working with students. Materials are usually unavailable.	The testing and treatment area is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment area is well organized; materials are available when needed.	The testing and treatment area is highly organized and is inviting to students. Materials are available and easily accessible when needed.

## Instructional Evaluation System

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### Domain 3: Delivery of Service

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<b>3a</b>  <b>Responding to Referrals and Evaluating Student Needs</b>  <b>Weight 6.0</b>	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 within established timelines.	Specialist is efficient in responding to referrals and makes highly competent assessments of student needs.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<b>3b</b>  <b>Developing and/or Implementing Treatment Plans to Maximize Students' Success</b>  <b>Weight 6.0</b>	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.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>3c</b></p> <p><b>Communicating with Families</b></p> <p><b>Weight 6.0</b></p>	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 linguistic traditions and/or unique characteristics of the family.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to linguistic traditions and/or unique characteristics of the family.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to linguistic traditions and/or unique characteristics of the family. Specialist reaches out to families of students to enhance trust.
Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>3d</b></p> <p><b>Collecting Information; Writing Reports</b></p> <p><b>Weight 6.0</b></p>	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 and interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.

## Instructional Evaluation System

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<b>3e</b>  <b>Demonstrating Flexibility and Responsiveness</b>   <b>Weight 6.0</b>	Specialist adheres to the treatment plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment plan or program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment plan or program when they are needed.	Specialist is continually seeking ways to improve the treatment plan or program and makes changes as needed in response to student, parent, or teacher input.

### Domain 4: Professional Responsibilities

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<b>4a</b>  <b>Reflecting on Practice</b>   <b>Weight 4.0</b>	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.
Component	Unsatisfactory	Improvement	Effective	Highly Effective

## Instructional Evaluation System

		<b>Needed/Developing</b>		
<b>4b</b>  <b>Collaborating with Teachers and Administrators</b>          <b>Weight 5.0</b>	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.

<b>Component</b>	<b>Unsatisfactory</b>	<b>Improvement Needed/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>4c</b>  <b>Maintaining an Effective Data-Management System</b>   <b>Weight 4.0</b>	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student 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.
<b>4d</b>  <b>Participating in a Professional Community</b>          <b>Weight 3.0</b>	Specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school/district events and initiatives.	Specialist's relationships with colleagues are cordial, and the specialist participates in school/district events and initiatives when specifically requested.	Specialist participates actively in school/district events and initiatives. Specialist maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school/district events and initiatives. Specialist assumes a leadership role with colleagues.

## Instructional Evaluation System

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Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p><b>4e</b></p> <p><b>Engaging in Professional Learning</b></p> <p><b>Weight 4.0</b></p>	<p>Specialist does not participate in professional learning activities, even when such activities are clearly needed for the development of skills.</p>	<p>Specialist’s participation in professional learning activities is limited to those that are convenient or are required.</p>	<p>Specialist seeks out opportunities for professional learning based on an individual assessment of need.</p>	<p>Specialist actively pursues professional learning opportunities and makes a substantial contribution to the profession through such activities as offering professional learning activities to colleagues.</p>
<p><b>4f</b></p> <p><b>Showing Professionalism including Integrity, Advocacy, and Maintaining Confidentiality</b></p> <p><b>Weight 5.0</b></p>	<p>Specialist displays dishonesty in interactions with colleagues, students and the public and violates principles of confidentiality.</p>	<p>Specialist is honest in interactions with colleagues, students and the public, plays a moderate advocacy role for students, and does not violate the norms of confidentiality.</p>	<p>Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.</p>	<p>Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.</p>

## Appendix D – Student Performance Measures

*In Appendix D, the district shall provide the list of assessments and the performance standards that will apply to the assessment results to be used for calculating the performance of students assigned to instructional personnel. The following table is provided for convenience; other ways of displaying information are acceptable.*

### Student Performance Measures

<b>Student Performance Measure:</b>		
<p><b>All instructional personnel, including newly hired teachers, will include student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used.</b></p> <p><b>Principal Observation (55%) - 330 pts, Student Performance (35%) - 210 pts, Other Measures (10%) - 60 pts</b>  <b>total Summative Eval (100%) - 600</b></p>		
<b>Teaching Assignment</b>	<b>Performance Measure(s) for Evaluation Purposes</b>	<b>Percentage Associated with Final Sum Eval</b>
<b>Pre-Kindergarten (PK)</b>	<b>40% (84 pts) - FAST ELA PM3 Achievement <math>\geq</math> (Lv3)                      and/or* FAST Math PM 3 Achievement (<math>\geq</math>Lv3)</b>	<b>35</b>
<b>Kindergarten (K)</b>		<b>35</b>
<b>First Grade (1)</b>		<b>35</b>
<b>Second Grade (2)</b>		<b>35</b>
<b>Third Grade (3)</b>		<b>35</b>
<b>Fourth Grade (4)</b>	<b>VAM</b>	<b>35</b>
<b>Fifth Grade (5)</b>	<b>VAM</b>	<b>35</b>
<b>Other (K-5) instructional personnel</b>	<b>VAM, SAE, and /or Portfolio</b>	<b>35</b>
<b>Math Courses (6-8)</b>	<b>VAM</b>	<b>35</b>
<b>Science Courses (4-12, not state assessed)</b>	<b>SAE</b>	<b>35</b>
<b>Science Courses (5 &amp; 8)</b>	<b>Statewide Science Assessment</b>	<b>35</b>

## Instructional Evaluation System

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English/Language Arts/Rdg (6-8)	VAM	35
Other (6-8) instructional personnel	VAM, SAE, and/or Portfolio	35
Civics	EOC	35
English 1 & English 2	VAM	35
English 3 & English 4	SAE	35
AP Courses	AP Test Results	35
BEST Algebra 1 and BEST Geom (including Honors)	EOC	35
Biology 1 (including Honors)	EOC	35
United States History	EOC	35
ROTC	SAE and/or Portfolio	35
Other (K-12) instructional personnel	School VAM	35
District Non-Classroom Instructional Personnel	District-wide results on VAM, EOC tests, or school-wide results on VAM for the schools to which the Non-Classroom Instructional Personnel is assigned	35

**and/or\*:** Teachers of ELA will use ELA measures, teachers of math will use math measures, teachers of both will use both ELA and math measures. Teachers may use SAE and/or Port scores when applicable.

**Other K-12 instruction personnel:** includes media, school & college/career counselor, speech, academic analysts, Elem PE (24-25) per Principals

**Enrollment guidance:** Only students enrolled during the Survey 2 and Survey 3 windows will be included in a teacher's VAM. Our district participates in Roster Verification and Survey 2/3 Match to ensure this enrollment is considered in the VAM calculation for grades 4-10 ELA, grades 4-8 Math, BEST Alg grade 8-9. School grade calculations include everyone enrolled during Survey 3 and at the time of testing.

## Instructional Evaluation System

### PK – 2<sup>nd</sup> Grade Growth (Reading)

Grade	Level 1	Level 1 Low	Level 1 High	Level 2	Level 2 Low	Level 2 High	Level 3	Level 4	Level 5
KG	113 and below	0	57	114	114	124	134	147	≥162
		56	113	133	123	133	146	161	
1st	134 and below	0	68	135	135	144	153	170	≥188
		67	134	152	143	152	169	187	
2nd	165 and below	0	83	166	166	174	183	196	≥211
		82	165	182	173	182	195	210	

### PK – 2<sup>nd</sup> Grade Growth (Math)

Grade	Level 1	Level 1 Low	Level 1 High	Level 2	Level 2 Low	Level 2 High	Level 3	Level 4	Level 5
KG	38	38	69	101	101	111	119	133	147
	100	68	100	118	110	118	132	146	369
1st	38	38	84	130	130	139	147	160	172
	129	83	129	146	138	146	159	171	369
2nd	38	38	99	158	158	164	171	185	201
	157	98	157	170	163	170	184	200	369

The PK-3 teacher receives credit for growth:

\* If a student increases a whole level (example, Level 2 to Level 3).

\*If a student increases sublevels with Level 1 or 2 (example, Low 1 to High 1 or Low 2 to High 2).

\* If a student remains a Level 3, 4 or 5 from the previous PM3 administration (example, Level 3 remains Level 3)

## Appendix E – Summative Evaluation Forms

*In Appendix E, the district shall include the summative evaluation form(s) to be used for instructional personnel.*



**YEAR-END ANNUAL EVALUATION  
INSTRUCTIONAL PERSONNEL - TEACHERS  
SUMMATIVE TOTAL**

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ YEAR \_\_\_\_\_

GRADE LEVEL/DEPT. \_\_\_\_\_ SUPERVISOR \_\_\_\_\_

A. Total Points – Principal Observation / Deliberate Practice \_\_\_ (330 points possible)

B. Total Points – Student Performance (3 Years of Data) \_\_\_ ( 210 points possible)

C. Total Points – Other Professional Performance Indicators \_\_\_ (60 points possible)

**Combined Total of Points Using A, B, & C \_\_\_\_\_**

<b>Rating Scale:</b>	<b>HE/Distinguished –</b> _____	<b>500 -600</b>	<b>Effective/Proficient -</b>	<b>375 - 499</b>
	<b>Needs Improvement/Basic –</b>	<b>250 - 374</b>	<b>Unsatisfactory – Less than -</b>	<b>250</b>

Overall Rating:  Unsatisfactory  Improvement Needed/Developing  Effective  Highly Effective

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

Signature of Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**NOTE:** Signatures indicate the evaluation has been discussed and a copy has been given to the teacher. It does not necessarily indicate agreement by the teacher. Teacher signature also denotes receipt of points earned only from the teacher performance portion of the evaluation.

Teacher Comments:

# Instructional Evaluation System



## YEAR-END ANNUAL EVALUATION SUMMARY

**Instructional Personnel - Teachers**

Washington County School District

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ YEAR \_\_\_\_\_

	0 pts	1 pt	2 pts	3 pts
	U	I/D	E	HE
<b>DOMAIN 1 – PLANNING AND PREPARATION</b>				
4.0 – 1-a <u>Knowledge</u> of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 1-b <u>Knowledge</u> of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.0 – 1-c <u>Setting</u> Instructional Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.0 – 1-d <u>Knowledge</u> of Resources and Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 1-e <u>Coherent</u> Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.0 – 1-f <u>Student</u> Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Points – Domain 1 _____ (75 points possible)				

	0 pts	1 pt	2 pts	3 pts
	U	I/D	E	HE
<b>DOMAIN 2 – CLASSROOM ENVIRONMENT</b>				
7.0 – 2-a <u>Creating</u> Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.0 – 2-b <u>Establishing</u> a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.0 – 2-c <u>Managing</u> Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.0 – 2-d <u>Managing</u> Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 2-e <u>Organizing</u> Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Points – Domain 2 _____ (90 points possible)				

	0 pts	1 pt	2 pts	3 pts
	U	I/D	E	HE
<b>DOMAIN 3 – INSTRUCTION</b>				
5.0 – 3-a <u>Communicating</u> with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.0 – 3-b <u>Questioning</u> and Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.0 – 3-c <u>Engaging</u> Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.0 – 3-d <u>Using</u> Assessment in Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 3-e <u>Demonstrating</u> Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Points – Domain 3 _____ (90 points possible)				

	0 pts	1 pt	2 pts	3 pts
	U	I/D	E	HE
<b>DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES</b>				
6.0 – 4-a <u>Reflecting</u> on Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.0 – 4-b <u>Maintaining</u> Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.0 – 4-c <u>Communicating</u> with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.0 – 4-d <u>Participating</u> in Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.0 – 4-e <u>Growing</u> and Developing Professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.0 – 4-f <u>Showing</u> Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Points – Domain 4 _____ (75 points possible)				

**Total Points – Teacher Performance \_\_\_\_\_** - (330 points possible)

# Instructional Evaluation System

## Washington County School District Teacher Evaluations

The overall rating for the Washington County School District Teacher Evaluation System will be as shown below:

- Highly Effective / Distinguished– Points Range - 500 – 600
- Effective / Proficient – Points Range - 375 – 499
- Needs Improvement / Basic – Points Range - 250 – 374
- Unsatisfactory –Points Range – Less than - 250

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ YEAR \_\_\_\_\_

GRADE LEVEL/DEPT. \_\_\_\_\_ SUPERVISOR \_\_\_\_\_

- A. Total Points – Principal Observation / Deliberate Practice \_\_\_ (330 points possible)  
B. Total Points – Student Performance (3 Years of Data) \_\_\_ ( 210 points possible)  
C. Total Points – Other Professional Performance Indicators –) \_\_\_ (60 points possible)  
**Combined Total of Points Using A, B, & C** \_\_\_\_\_

<b>Rating Scale:</b>	<b>HE/Distinguished</b> = ___	<b>500 - 600</b>	<b>Effective/Proficient</b> -	<b>375 - 499</b>
	<b>Needs Improvement/Basic</b> –	<b>250 - 374</b>	<b>Unsatisfactory – Less than</b> -	<b>250</b>

**Overall Rating:**  Unsatisfactory  Improvement Needed/Developing  Effective  Highly Effective

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

***NOTE:** Signatures indicate the evaluation has been discussed and a copy has been given to the teacher. It does not necessarily indicate agreement by the teacher. Teacher signature also denotes receipt of points earned only from the teacher performance portion of the evaluation.*

Teacher Comments:

**8. Appendix F**

**EVALUATION SYSTEM DEFINITIONS**

<b>Term</b>	<b>Description</b>
<b>Action Research</b>	<p>A disciplined, systematic inquiry done by a teacher in his/her classroom in conjunction with peers, with the intent that the research will inform and improve his/her instructional practices in the future. Implicit in the term</p> <p>“action research” is the idea that teachers will begin a cycle of posing questions, hypothesizing, gathering data, drawing conclusions, reflecting, and deciding on a course of action.</p>
<b>Administrator</b>	<p>Individual on the administrative salary schedule who has been formally trained to conduct observations and evaluations.</p>
<b>Annual Evaluation Conference and Summary</b>	<p>The end-of-year meeting between the teacher and administrator to address the compilation of all aspects of the evaluation to include formal and informal observations, walk-throughs, the PLP, student performance, and artifacts.</p>
<b>Artifacts</b>	<p>Supplemental, supportive data that a teacher submits by attaching it to the electronic portfolio on the on-line platform (TBA). The administrator reviews and considers this data in making decisions for the teacher’s final evaluation.</p>
<b>Assessment, Formative</b>	<p>Assessments that serve as practice for students and provide them feedback so they can increase their learning. These assessments help teachers to check for understanding and plan for future instruction prior to summative assessments. Formative assessments can be formal or informal, graded or non-graded.</p>
<b>Assessment, Summative</b>	<p>Assessments that serve as a means to gauge, at a particular time, student learning relative to content standards. Summative assessments typically occur at the end of a chapter, unit, or academic year. Examples include standardized tests, such as the FSA or state assessments, district benchmark assessments such as the DEA, end-of-unit or chapter tests, and district subject area exams.</p>

## Instructional Evaluation System

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<b>Assistive Technology</b>	The technological tools that act to support students' attainment of instructional outcomes.
<b>Basic – Needs Improvement</b>	For a teacher with more than three years of experience, a level of performance that shows that the teacher understands the concepts underlying the component and attempts to implement the elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful.
<b>Cognitive</b>	Pertaining to mental processes, including attention, memory, language production and interpretation, problem-solving, and decision-making.

<b>Term</b>	<b>Description</b>
<b>Colleague</b>	Fellow member of a profession, staff, or faculty

<b>Components</b>	The 21 identified aspects of teaching within the four domains of teaching. In the WCSD annual evaluation process, teachers are given a year-end rating on each of these.
<b>Contemporary Research</b>	Research conducted within the last five to seven years. Educational contemporary research findings should drive instructional practices.
<b>Content</b>	Information specific to a particular discipline—to include concepts, principles, relationships, methods of inquiry, and outstanding issues.
<b>Coordination</b>	The process of collaboration with other educators to link disciplines
<b>Curriculum</b>	A prescribed course of studies which students must fulfill in order to pass a certain level of education
<b>Developing</b>	For a teacher with three or less years experience, a level of performance that shows that the teacher understands the concepts underlying the component and attempts to implement the elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful.

## Instructional Evaluation System

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<b>Differentiation</b>	The practice of adapting instruction, materials, content, student projects and products, and assessments to meet the learning needs of individual students
<b>Distinguished – Highly Effective</b>	Level of performance that shows that the teacher has mastered all the underlying concepts of the component and the classroom functions as a community of learners with students assuming responsibility for their learning
<b>Domain</b>	One of four broad areas in which teachers execute professional roles.
<b>Electronic Evaluation Portfolio/Bucket</b>	An electronic file in the on-line platform (TBA), which holds all evaluation documents and artifacts.
<b>Element</b>	An identified feature of a component of the four domains of teaching.
<b>Evidence/Artifact</b>	Factual representation of something seen or heard in a classroom visitation-may be added by the evaluator or teacher
<b>FEAPs</b>	<p>Florida Educator Accomplished Practices. FEAPs embody three essential principles:</p> <ol style="list-style-type: none"> <li>1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.</li> <li>2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.</li> <li>3. The effective educator exemplifies the standards of the profession. There are six accomplished practices: Quality Instruction; The Learning Environment; Instructional Delivery and Facilitation; Assessment; Continuous Improvement, Responsibility and Ethics; Professional Responsibility and Ethical Conduct</li> </ol>
<b>Feedback</b>	Information shared that is relevant to something observed in the context of learning.
<b>Flexibility</b>	Adjustment(s) made that are responsive to a specific situation.

## Instructional Evaluation System

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Term	Description
<b>First Year Teacher (categories 1 and 2)</b>	A teacher with no classroom experience or a teacher new to the district with teaching experience outside the county. These teachers are required to complete the New Teacher Induction Program or a part of it.
<b>Formal Observation</b>	Conducted by school level or district level administrators; a formal observation consists of a pre-conference, an observation (to last one class period of no more than 50 minutes and no less than 20 minutes), and a post-reflection conference. Formal observations are the primary method for collecting evidence to be used as a source of data for the annual evaluation.
<b>Hypothesis</b>	An educated assumption related to potential outcome
<b>Professional Learning Plan (PLP)</b>	An individual plan of professional growth which is based on self reflection, the yearly evaluation, and student performance data. Each teacher must complete a PLP annually and submit it to the principal for approval. New hires will submit PLPs by October 31; returning teachers submit their PLP personal goal for initial consideration for the following school year by May 1.
<b>Instructional Outcome</b>	The knowledge, skills, and abilities that students will achieve as a result of their involvement in a lesson. This is what the teacher wants students to be able to do as a result of the lesson. Focus is on the student learning and not on the teacher.
<b>Instructional Purpose</b>	The reason/rationale for a particular learning event
<b>Instructional Strategy</b>	An approach a teacher may take or implement to achieve learning objectives
<b>Levels of Performance</b>	Continuum of descriptive steps toward the development of expertise
<b>Modifications</b>	Changes made to the curriculum expectations in order to meet the needs of the student
<b>Monitoring</b>	Checking for understanding of learning outcomes
<b>Next Steps</b>	Suggested actions or goals identified in the post-reflection conference that serve to improve instructional effectiveness

## Instructional Evaluation System

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<b>Pedagogy</b>	Methods of teaching which promote student learning
<b>Pre-Conference (planning conference)</b>	The pre-conference provides an opportunity for the teacher to discuss the lesson prior to the formal observation. During this time, the teacher and the evaluator use the planning conference form as a means to discuss the lesson, clarify expectations, and identify areas where specific feedback will be provided.
<b>Proficient – Effective</b>	Level of performance that shows that the teacher has thorough knowledge of the concepts underlying the component. Students are engaged in learning. This level of performance represents successful, professional, and effective teaching.
<b>Post-Reflection Conference</b>	A meeting between the teacher and the evaluator following the formal observation; the reflection conference provides an opportunity for the

<b>Term</b>	<b>Description</b>
	teacher and evaluator to use the reflection conference form as a guide to reflect about the lesson, clarify expectations, and plan “next steps.”
<b>Professional Improvement Plan (PIP)</b>	A formal written agreement between the principal and teacher outlining actions a teacher will take to improve professional performance; the teacher is monitored according to the PIP to ensure adequate progress is being made.
<b>Records, Instructional</b>	Forms or records that include, but are not limited to teacher grade book, student work, IEPs, 504s, and standardized test scores
<b>Records, Non-Instructional</b>	Forms or records that include, but are not limited to, field trip forms, fundraising forms, receipt books, and attendance
<b>Regular Teacher</b>	See Category III teacher
<b>Reflection</b>	Thoughtful analysis and processing of a teaching event
<b>Resources</b>	Means (such as people, physical materials and equipment, and technological tools) within and beyond the classroom that facilitate student learning

## Instructional Evaluation System

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<b>Responsiveness</b>	Reacting to situations within and beyond the classroom that further learning opportunities
<b>Rigorous</b>	Content that is complex, ambiguous, provocative, and mentally or emotionally challenging; academically rigorous lessons challenge students to apply, analyze, synthesize and/or evaluate information for comprehension.
<b>Strategy</b>	A plan or approach for framing learning activities
<b>Struggling Teacher</b>	A teacher who has significant problems meeting the components of the evaluation system to the extent that student instruction is compromised. A teacher is identified as “struggling” at the discretion of the principal and for the purpose of evaluation documentation in the on-line platform (TBA) will remain as such for the school year during which they are identified as “struggling.”
<b>Student Evidence</b>	Specific observable behaviors and/or products exhibited in response to the teacher’s use of instructional strategies.
<b>Teacher Evidence</b>	Specific observable behaviors and/or products by teachers when using a particular instructional strategy
<b>Technique</b>	Method or procedure for presenting instruction in order to make connections for learners
<b>Unsatisfactory</b>	Level of performance that shows that the teacher does not understand the concepts underlying the component. Represents teaching that is below the licensing standard of “do no harm” and requires intervention.
<b>URL</b>	District evaluation forms may be found at the following:  <a href="http://wcsdschools.com">wcsdschools.com</a>
<b>Walkthroughs</b>	Brief classroom observations of 3 -10 minutes in length conducted by administrators in which the observer gathers evidence regarding classroom instructional practices and behaviors on a regular basis; walkthroughs may

## Instructional Evaluation System

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<b>Term</b>	<b>Description</b>
	be scheduled or spontaneous and provide evidence over time, help administrators to identify professional learning needs for individuals and groups of teachers, and give administrators an opportunity to gauge the implementation of professional learning relative to school improvement plans. Feedback to teachers is required within two school days.
<b>Weighting</b>	Method by which certain components of the evaluation system are given greater importance than others.

### **Appendix G - Scale for Evaluation Categories**

#### **Scale for Determining HE, E, NI or U Rating in Each Category of Overall Evaluation**

##### **Instructional Practice Component of Evaluation – (Teachers)**

##### **Instructional Leadership Component of Evaluation – (Administrators)**

This element of the evaluation will count as 55% of the overall evaluation with a maximum of 330 points available out of the overall total of 600 points.

- 276 – 330 points – - HE - Highly Effective
- 209 – 275 points – E - Effective
- 142 – 208 Points – NI - Needs Improvement
- 141 or less points – U - Unsatisfactory

#### **Professional and Job Responsibilities – Teachers and Administrators**

This element of the evaluation will count as 10% of the overall evaluation with a maximum of 60 points available out of the overall total of 600 points.

- 50 – 60 points – HE - Highly Effective
- 36 – 49 points – E - Effective
- 22 – 35 points – NI - Needs Improvement
- 21 or less points – U – Unsatisfactory

#### **Student Achievement – Teachers and Administrators**

This element of the evaluation will count as 35% of the overall evaluation with a maximum of 210 points available out of the overall total of 600 points.

- 176 – 210 points – HE – Highly Effective
- 132 – 175 points – E – Effective
- 88 – 131 points – NI – Needs Improvement
- 87 points or less – U – Unsatisfactory

Appendix H - Conversion Tables and Charts

**Conversion Tables for Varying Exceptionalities Classes  
Grades Pre K-3 and 11<sup>th</sup> Grade Plus – Age 21 Determining Points Earned**

Portfolio Development Score      Points Earned

Teachers in these classes will develop portfolios for every student enrolled in their class. Evidence of standards taught, student expectations and goals met based on the individual student IEP, student participation and performance will be documented in the portfolio. Points earned will be based on the completion of each portfolio for each student.

90 – 100% of above met	210
80 – 89% of above met	187
70 – 79% of above met	166
60 – 69% of above met	145
50 -59% of above met	124
40 – 49% of above met	105
30 – 39% of above met	82
20 – 29% of above met	61
10 – 19% of above met	40
Less than 10% of above met	19

## Instructional Evaluation System

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**Chart C – Conversion Table for SAE, EOC Proficiency %, Portfolio Scores, FCAT Science 2.0 Proficiency % (5<sup>th</sup> and 8<sup>th</sup> grades), Science Grades 3, 4, 6, & 7**

Class Average Score on SAE, EOC, Portfolio, FCAT Science 2.0, Science 3, 4, 6, & 7	Points Earned of 210
96 - 100	210
91 - 95	200
86 - 90	190
81 - 85	180
76 - 80	170
71 - 75	160
66 - 70	150
61 - 65	140
56 - 60	130
51 - 55	120
46 - 50	110
41 - 45	100
36 - 40	90
31 - 35	80
26 - 30	70
21 - 25	60
16 - 20	50
11 - 15	40
6 - 10	30
0 - 5	20

### Chart D – Conversion Scale for Project Lead the Way (PLTW)

Points earned are based on the overall class average of the 9 Point scale of student scores as provided by PLTW information.

Student scores will be on a 9 point scale. Student scores for numbers 1 – 9 will earn the number of points as shown in the chart below. All student scores will be added together and then averaged to determine an overall score to determine the number of points to be earned by the teacher.

Student Score On PLTW EOC Test	Points Earned
9	210
8	187
7	164
6	141
5	118
4	95
3	72
2	49
1	26

PLTW Engineering has a total of 18 students enrolled. The students take the PLTW EOC test and have the following results – 3 students earn a score of 2 each, 3 students earn a 3 each, 3 students earn a 4 and 4 students earn a 5, 2 students earn a 7 and 3 students earn a 9.

This would result in the following calculation –  $(3 \times 49) + (3 \times 72) + (3 \times 95) + (4 \times 118) + (2 \times 164) + (3 \times 210) = 2078$  This would then be divided by 18 to determine an average score.

$2078 / 18 = 115.4$  This would be the number of points earned by the teacher out of the highest possible of 210.

## Chart E – Conversion Scale for Advanced Placement (AP) Classes Points earned are based on the student performance on the AP Test

Student scores will be on a 5 point scale. Student scores for numbers 1 – 5 will earn the number of points as shown in the chart below. All student scores will be added together and then averaged to determine an overall score to determine the number of points to be earned by the teacher.

### Overall Class Points Earned Average Score

5	210
4	180
3	150
2	120
1	90

Example: A class of AP Calculus has a total of 12 students enrolled. The students take the final AP test and have the following results – 3 students earn a score of 2 each, 5 students earn a 3 each, 3 students earn a 4 and 2 students earn a 5.

This would result in the following calculation –  $(3 \times 120) + (5 \times 150) + (3 \times 180) + (2 \times 210) \equiv$  2070 This would then be divided by 12 to determine an average score;

$2070 / 12 = \mathbf{172.50}$  This would then be the number of points earned by the teacher out of the highest possible of 210.

## Instructional Evaluation System

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### Chart F – Conversion Scale for Alternate Assessed

This scale is based on learning gains ranging from .1 year up to 1.5 years of growth.

Learning Gain	Points Earned
1.5 or above	210
1.4	195
1.3	180
1.2	165
1.1	150
1.0	135
.9	120
.8	105
.7	90
.6	75
.5	60
.4	45
.3	30
.2	15
.1	0

## Instructional Evaluation System

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### Chart G – Conversion Scale for Ag Tech. 1&2 and Ag Foundations Classes Points earned are based on the student performance on the ServSafe and Farm Bureau Industry Certification Tests

Class Average Score on SAE, ServSafe Farm Bureau (Agritechnology) Cert.	Points Earned 210
96 – 100	210
91 – 95	200
86 – 90	190
81 – 85	180
76 – 80	170
71 – 75	160
66 – 70	150
61 – 65	140
56 – 60	130
51 – 55	120
46 – 50	110
41 – 45	100
36 – 40	90
31 – 35	80
26 -30	70
21 – 25	60
16 – 20	50
11 – 15	40
6 – 10	30
0 – 5	20

**Agritechnology** - Florida's general agriculture program, certifies that individuals have a knowledge and skill set applicable to entry level positions in the agricultural industry. This certification exam covers:

- Agricultural safety
- Environmental resource conservation and management
- Plant growth and reproduction; including fertilization, irrigation and pest control
- Animal systems and livestock management; including health and reproduction
- Agricultural machinery and facility maintenance and operations
- Agribusiness marketing and finance concepts
- Mathematics and physical science skills

**ServSafe** - is a food and beverage safety training and certification program administered by the National Restaurant Association. The program is accredited by ANSI and the Conference for Food Protection. Sanitation certification is required by most restaurants as a basic credential for their management staff.