RCCSEC
Performance
Evaluation Plan

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General Information

RCCSEC'S Mission

The Rural Champaign County Special Education Cooperative (RCCSEC) is a service organization whose primary functions are to plan, advise, recommend and provide special education services for the children who have special needs in our member districts and to assist district personnel with all such programs and services. Secondary functions include providing professional development, disseminating information to parents and communities along with cooperating other services agencies. The administration and staff of RCCSEC are dedicated to the proposition that every child may learn.

Evaluation Plan and Student Growth Model Committee Members

Jennifer Armstrong
Samantha Pettry
Amanda Seets
Allison Whitney

Evaluating Teachers of Students with Disabilities

Special educators have always believed that children's individual learning needs should drive instruction. One way to judge a special education teacher's knowledge and skill is through a thorough and valid teacher evaluation. High-quality evaluations that are rigorous, systematic, and developed collaboratively with special education teachers drive continuous improvement and excellence. The principles of good evaluation apply to all teachers. Thus, all teachers should be included in one evaluation system that is appropriately differentiated based on their professional role.

The Council for Exceptional Children believes that special education teacher evaluations are only effective if they are based on an accurate understanding of special education teachers' diverse roles, measure and support the effective use of evidence-based interventions and practices, include accurate and reliable indicators of special education teacher contributions to student growth, and promote teaching as a profession in order to address the persistent problem of special education teacher retention.

- http://www.cec.sped.org/~/media/Files/Policy/Final%20Packet.pdf

Rural Champaign County Special Education Cooperative
Performance Evaluation Plan

Purpose

This Performance Evaluation Plan for Teachers (hereafter "Plan") establishes valid and reliable performance evaluations systems for certified employees that assure both professional competence or practice and student growth, as required by the School Code Article 24 A (105 ILCS 5/24A) and the implementing regulations of the Illinois State Board of Education, found at 23 Ill. Administrative Code 50. *et seq.*

Plan Applicability

This plan:

1) Identifies the components of evaluation of teachers, including those that address the use of data and indicators of student growth as a significant factor in rating performance, of a teacher performance evaluation system; and,

2) Provides for the evaluation of teachers using data and indicators on student growth as a significant factor in rating teacher performance, no later than the PERA Implementation Date, September 1, 2016. [Source 23 Ill. Admin Code 50.10]

School Code Article 24A sections 2.5 through 15 (105 ILCS 5/24a 2—15) establish requirements for the implementation of performance evaluation systems, including both professional practice and data and indicators of student growth for principals, assistant principals and teachers. "Teachers" is defined below. [Source 23 Ill. Admin Code 50.20]

Definitions

The words indicated in quotation marks below shall have the definition provided in 23 Ill. Administrative Code 50.30. Upon amendment or other modification of such words by statute or by regulation of the Illinois State Board of Education or other body of regulatory jurisdiction the definitions of the words shall be deemed modified to be the same as the statute or regulatory definition. For the convenience of the reader, the definitions current at the time of this writing are as follows:

"Assessment" means any instrument that measures a student's acquisition of specific knowledge and skills. Assessments used in the evaluation of teachers shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D) or Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age (see 23 Ill. Adm. Code 235.Appendix A), as applicable. Assessments are defined as the following types.

"Type I assessment" means a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-RCCSEC entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, PARCC or ACT's EPAS® (i.e., Educational Planning and Assessment System).

"Type II assessment" means any assessment developed or adopted and approved for use by RCCSEC and used by teachers in the program or department. Examples include collaboratively developed common assessments, curriculum tests, Brigance, MyIGDIS, achievement and cognitive assessments and assessments designed by textbook publishers.

"Type III assessment" means any assessment that is rigorous, that is aligned to the course's curriculum,

and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.

"Formal observation" means a specific window of time that is scheduled with the teacher and the qualified evaluator at any point during that window of time, to directly observe professional practices in the classroom or in the school.

"Informal observation" means observations of a teacher by a qualified evaluator that are not announced in advance of the observation and are not subject to a minimum time requirement.

"Measurement model" means the manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills over time.

"Performance evaluation plan" means a plan to evaluate a teacher that includes data and indicators on student growth as a significant factor in judging performance, measures the individual's professional practice, and meets the requirements of Article 24A of the School Code.

"Performance evaluation rating" means the final rating of a teachers performance, using the rating levels required by the School Code that includes consideration of both data and indicators of student growth, when applicable under Section 24A-2.5 of the School Code and 23 Illinois Administrative Code Section 50.20, and professional practice.

"Qualified Evaluator" shall have the meaning set forth in Section 24A-2.5 or 24A-15 of the School Code and shall be an individual who has completed the prequalification process required under Section 24A-3 of the School Code or Subpart E of 23 Ill Admin Code 50, as applicable, and successfully passed the State-developed assessments specific to evaluation of teachers.

"Student growth" means a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.

"Teacher" means full-time or part-time professional employees of RCCSEC who are required to hold a Professional Educator License issued in accordance with Article 21 of the School Code or a professional educator's license endorsed for a teaching field issued in accordance with Article 21B of the School Code.

Solely for the purposes of the requirements specific to student growth outlined in Article 24A of the School Code and 23 Il Admin Code 50 *et seq.* "teacher" shall not include any individual who holds a school service personnel endorsement issued under Article 21 of the School Code or a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this certificate or endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, or school social worker
[Source 23 Ill. Admin Code 50.30]

Plan Components Required for the Evaluation of Teachers

1) Evaluation shall occur at least once every three years for each teacher in contractual continued service ("tenured)"; however, a tenured teacher who has obtained a "needs improvement" or "unsatisfactory" rating on the previous year's evaluation shall be evaluated in the next school year after receiving that rating. (See Section 24A-5 of the School Code.) In addition, each teacher in contractual continued service whose performance is rated as either "excellent" or "proficient" shall be informally observed at least once in the course of the two school years after receipt of the rating.

2) Evaluation shall occur at least once every year of each teacher not in contractual continued service ("non-tenured"). (See Section 24A-5 of the School Code.)

3) At the start of the school term (i.e., the first day students are required to be in attendance in a school year), RCCSEC shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed. The written notice shall include:

   a) a copy of the rubric to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating;
   b) a summary of the manner in which measures of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of "excellent", "proficient", "needs improvement", and "unsatisfactory" as set forth in Sections 24A-5(e) of the School Code; and
   c) a summary of the procedures related to the provision of professional development in the event a teacher receives a "needs improvement" or remediation in the event a teacher receives an "unsatisfactory" rating to include evaluation tools to be used during the remediation period.

4) Any professional development provided as part of a professional development or remediation plan under Section 24A-5 of the School Code shall align to Standards for Professional Learning (2011) published by Learning Forward, 504 South Locust Street, Oxford, Ohio 45056 and posted at *http://www.learningforward.org/standards/index.cfm* or such other standards as may be required by law or regulation from time-to-time. [Source 23 Ill. Admin Code 50.100]

Evaluation Timeline Summary

Notification and Orientation	
First day of student attendance	Provide written notice, electronic or paper, that the teacher is being evaluated that school year. Must direct employees where to locate the evaluation plan, rubric and forms used during the evaluation. (Must be done within 30 days for teachers hired after first day of student attendance.)
On or before October 1	Student Growth Objective (SLO) due to evaluator. Teacher completes *Student Learning Objective Template* (PG. 36).
October 15	Evaluator approves, recommends revisions, or denies SLO

Observations
Formal Observation • Pre-Observation Form required from teacher prior to Pre-Observation Meeting. • Pre-Observation Meeting. • Observation. Minimum of 45 minutes, a complete lesson, an entire class period, an entire meeting or training session. • The teacher shall submit a completed Reflections form to the evaluator within 5 school days of the formal observation. • The qualified evaluator shall meet with the teacher to discuss the evidence collected about the about the teacher's professional practice within 10 school days of the formal observation. •
Informal Observation • No pre-observation form, notice, or meeting required • Observation - No minimum duration specified or required • Following an informal observation, the qualified evaluator shall provide feedback to the teacher either orally or in writing. • If the feedback is in written format, the teacher shall be provided with an opportunity to have an in-person discussion with the evaluator.

Student Growth for Vision/Hearing/Life Skills/Early Childhood Only
• Approximately mid-way through the SLO timeline, teacher and evaluator review progress. Teacher shall complete Mid-Course Reflection. • The teacher may request a meeting to review data. Teacher may request evaluator consider modifying the SLO. • At end of agreed SLO timeline, teacher submits Summative Reflection Form at least 10 days prior to summative evaluation meeting • Teacher and evaluator review Summative Reflection Form at the Summative Meeting.

Performance Evaluation Rating
Performance Evaluation Rating includes: • Student Growth • Professional Practice Evaluation • Assessment of Attendance

Non-Tenured Teachers	Tenured Teachers
• Must be completed by March 1.	• Must be completed by March 1.

Professional Practice Component

Adopted by the RCCSEC Board
November 10, 2016
Revision Adopted: October 12, 2023

Professional Practice

This section provides procedures and timelines regarding the RCCSEC Performance Evaluation Plan (Plan). Evaluation of teachers is the responsibility of RCCSEC administrators. All teachers have the responsibility to participate in RCCSEC's designed evaluation plan.

Should any conflict arise between the provisions of the Illinois School Code or the Rules and Regulations of the Illinois State Board of Education (ISBE) governing teacher evaluations, professional development, remediation, dismissal and discharge of teachers and the Plan, RCCSEC will reconvene the evaluation committee and attempt to reconcile any such conflict. Until the evaluation committee is able to reconcile the conflict between the Evaluation Plan and The School Code or ISBE's Rules and Regulations, The School Code and ISBE's Rules and Regulations shall supersede the provisions of the Plan.

Instructional Frameworks

RCCSEC believes that each of our teachers should be committed to lifelong learning and continuous professional improvement. This process should be continuous, constructive, and should take place in an atmosphere of mutual trust, support, and respect. The process is a cooperative effort designed to encourage productive dialogue and action between and among staff and evaluators.

To create and maintain an atmosphere of mutual trust, support, and respect within RCCSEC, the Plan was developed to support the variety of teachers which RCCSEC employs to meet the expectations for Proficient and Excellent. Throughout the year, support and assistance will be provided to the staff by the evaluator. The assistance could be in many forms, which may include but are not limited to observations and feedback, data collection, modeling, referrals to other sources of support, and/or conferencing. This evaluation process utilizes an approach that provides maximum opportunities for improvement and growth. Achieving proficient or excellent performance levels remains the responsibility of the teacher.

For teachers of specific populations, including but not limited to learning disability, emotionally disturbed, vision impaired, hearing impaired and autism "competency of subject matter taught" shall include knowledge of manner of effectively working with students with those disabilities.

RCCSEC created two frameworks within this evaluation plan. The two instructional frameworks are: Classroom Teacher and School Service Personnel. Below is a list of each teaching position RCCSEC employs. These positions have been placed under the instructional framework which will be used for evaluation of professional practice for that position.

Classroom Teacher	**School Service Personnel**
Hearing Itinerant Teacher	School Psychologist School
Vision Itinerant Teacher	Social Worker
Life Skills Teacher	RtI and Entitlement
Early Childhood Teacher	Consultant

The purpose of our evaluation program is to meet the expectations for Proficient and Excellent teachers in the following domains:

Classroom Teacher:

1. Planning and Preparation

2. Classroom Environment

3. Instruction/Delivery of Service

4. Professional Responsibilities

School Service Personnel:

1. Planning and Preparation

2. Environment

3. Delivery of Service

4. Professional Responsibilities

Critical Attributes and Examples

In addition to the professional practice rubrics, each Licensed Professional Educator position at RCCSEC shall have a corresponding document of critical attributes and examples. The purpose of this document is to provide clear explanation for how each position might meet the various criteria within the professional practice rubric. The critical attributes and examples document is not a part of the evaluation instrument. This document is designed to be fluid. Employees are encouraged to provide suggestions to change these documents as they discover better examples. The critical attributes and examples documents may be found at *www.rccsec.org (under the Teacher Evaluation tab)*.

Evidence of Professional Practice

Evaluation may include consideration by the evaluator of every part of the teacher's professional practice responsibility as set out in the teacher's job description, professional practice rubrics, district feedback forms, critical attributes and example documents, or otherwise, as well as all aspects of performance of the teacher's entire body of work during the period under consideration for evaluation.

Evidence may be collected from time-to-time regarding the entire period of time under consideration for evaluation to determine a final professional practice rating. The qualified evaluator may require the teacher to provide artifacts or examples to demonstrate that teacher's professional practice. One or more qualified evaluators will gather evidence from sources reflecting the employee's performance of job description and other assigned duties. This evidence may be derived from formal and informal observations, documents, artifacts or examples created by or about the teacher, as well as reports or information from reliable and knowledgeable persons, such as RCCSEC administrators where a teacher is assigned, other teachers and other persons with personal or documentary knowledge of the teacher's performance.

The qualified evaluator shall share with the teacher any evidence collected and judgments made about the evidence during the conference held following the observation. If, at any time during the school year, the qualified evaluator determines that the evidence collected to date may result in the teacher receiving an overall performance evaluation rating of either "needs improvement" or "unsatisfactory", then the qualified evaluator shall notify the teacher of that determination. The staff member may choose to ignore the warning but does so with full knowledge of the evaluator's concerns.

The Framework for Teaching indicates four levels of performance: Unsatisfactory, Basic, Proficient, and Distinguished. For purposes of our evaluation tools, those levels are equivalent to Unsatisfactory, Needs Improvement, Proficient, and Excellent.

Unsatisfactory means performance of the teacher's job responsibilities in ways that are inconsistent, unreliable, untimely or ineffective. Lapses in meeting the job requirements:

> (1) Continue for substantial periods of time or
>
> (2) Remain uncorrected after repeated direction to correct them.

Performance typical of an unsatisfactory teacher include lapses due to insufficient or defective planning or coordinating with others, failure to wisely prioritize the teacher's time, or failure to perform duties at all within expected time frames. The lapses of an unsatisfactory teacher impede education or the work of others for periods of time which are not transitory or are not rectified promptly and effectively upon direction by administration.

Needs Improvement means less than consistent, reliable, timely and effective performance of the duties of that teacher. Lapses in meeting the job requirements of that teacher are other than transitory and brief, such as failure of the teacher to anticipate or to plan for work responsibilities, coordinate effectively with others, or failure to prioritize the teacher's duties such that the most important tasks are completed untimely or ineffectively. Lapses temporarily impede education or the work of others or unnecessary add temporarily to the work of others.

Proficient means the teacher regularly meets the standard of consistent, reliable, timely and effective performance of the duties of that teacher. Any lapses in meeting the performance standard are transitory and rectified by the teacher with little or no prompting from administration. Lapses typical of the proficient teacher are caused by unexpected circumstances or changes in the work environment which prevent performance to this standard. The proficient teacher's performance seldom results in impeding of education or burdening others with extra or unnecessary work. The proficient teacher's work is consistent with competent and prudent planning, coordination with others and prioritization to accomplish important tasks timely and effectively.

Excellent means the teacher regularly meets and exceeds the standards of consistent, reliable, timely and effective performance of the duties of that teacher. There are no lapses in meeting the performance job requirements of the teacher or are rare, caused solely by unexpected circumstances or changes in the work environment which prevent performance to this standard. The excellent teacher plans, coordinates and prioritizes work and all aspects of professional practice such that education is rarely, if ever, impeded, and the work of others is enhanced or lessened.

Observations

Evidence of professional practice shall be collected through the use of multiple observations that include formal and informal observations. Formal observation shall allow the qualified evaluator to acquire evidence of the teacher's planning, instructional delivery, and classroom management skills and shall involve one of the following activities:

- an observation of the teacher in his or her classroom for a minimum of 45 minutes at a time; or
- an observation during a complete lesson; or
- an observation during an entire class period; or
- an observation during a complete meeting; or
- an observation during a complete therapy session
- an observation during a complete training

The qualified evaluator may designate another person to conduct the observation in situations in which he or she cannot complete all of the observations, or the observations cannot be completed in a timely manner, provided the individual so designated is a qualified evaluator, thus having completed the prequalification process and any retraining, as applicable, required under Section 24A-3 of the School Code.

1. For each tenured teacher who received either an "excellent" or "proficient" performance evaluation rating in his or her last performance evaluation, a minimum of two observations are required during the cycle in which the current evaluation is conducted, one of which must be a formal observation.

2. For each tenured teacher who received a "needs improvement" or "unsatisfactory" performance evaluation rating in his or her last performance evaluation, a minimum of three observations shall be required in the school year immediately following the year in which the "needs improvement" or "unsatisfactory" rating was assigned, of which two must be formal observations.

3. For each non-tenured teacher, a minimum of three observations shall be required each school year, of which two must be formal observations.

Prior to a Formal Observation

Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher.

1. In advance of this conference, the teacher complete submit a Pre-Observation (PG. 15)form to the qualified evaluator to include:
   a. a written lesson or unit plan; plans for therapy; and/or overview of session/training/meeting
   b. other evidence of planning for the instruction that will be conducted during the window of time when the formal observation may occur; and,
   c. recommendations for areas on which the qualified evaluator should focus during the observation.
2. The qualified evaluator and the teacher shall discuss the lesson or unit plan or instructional planning and any areas on which the qualified evaluator should focus during the observation, if applicable. The job description and professional goals will also be reviewed by both parties.

Following an Observation

Formal Observation:
1. The teacher shall submit a completed Reflections (PG. 17) form to the evaluator within 5 school days of the formal observation.
2. The qualified evaluator shall meet with the teacher to discuss the evidence collected about the

teacher's professional practice within 10 school days of the formal observation.

    a. The qualified evaluator shall provide feedback to the teacher about the individual's professional practice, including evidence specific to areas of focus designated during the conference preceding the observation, at the post conference.

    b. The teacher shall reflect upon his or her instruction and, if applicable, may provide to the qualified evaluator additional information or explanations about the lesson presented.

<u>Informal Observation:</u> The qualified evaluator shall provide feedback to the teacher either orally or in writing (electronic or paper) and if the feedback is in a written format, also provide the teacher with an opportunity to have an in-person discussion with the evaluator.

Evidence gathered during the informal observations may be considered in determining the performance evaluation rating, provided it is documented in writing.

<u>Both Formal & Informal:</u> If the qualified evaluator determines that the evidence collected to date may result in the teacher receiving an overall performance evaluation rating of either "needs improvement" or "unsatisfactory", then the qualified evaluator shall notify the teacher of that determination in writing, via email or letter, prior to the summative evaluation meeting.

Rating Professional Practice

The Professional Practice rating is based on the total number of components with the teacher's specific rubric. Each rating is assigned a number. The total number of points is then divided by the number of possible components to get an average score. Rubrics vary in the number of possible components.

Classroom Teacher: 88 Possible Points
School Social Worker: 88 Possible Points
School Psychologist: 92 Possible Points

Rating (Points)	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Average Points for Rating	0-1.74	1.75-2.74	2.75-3.49	3.5-4.0

Student Growth Component

Adopted by the RCCSEC
Board: November 10,
2016
Revision Adopted: October 12, 2023

RCCSEC Student Growth Component

Background and Rationale

The Performance Evaluation Review Act (PERA) of 2010, as legislated by Senate Bill 7 and mandated by the Illinois State Board of Education, established the use of student growth measurement as a significant factor in an overall rating for teacher evaluation. Student growth, as a measure of student learning, is considered to be demonstrable change in student performance between two or more points in time. The Student Growth Component will focus professional and collegial conversation on the learning students should accomplish over a course of study and on student progress toward that learning.

In accordance with the PERA Guidelines, beginning in the 2016-2017 school year, 30% of a teacher's summative evaluation rating will be based on student growth and 70% on the teacher's professional practice as outlined in this Plan. School service personnel are not required to demonstrate student growth. 100% of a school service personnel's summative evaluation rating will be based on professional practice.

RCCSEC's Student Growth Model

Criteria for Selecting a Student Growth Model
- Fair and applicable to all teachers; flexible
- Job-based
- Measureable
- Focused on student growth and learning
- Based on curriculum content

Simple Growth Model

The RCCSEC PERA Committee has selected simple growth as the foundation for our student growth model because it meets the selection criteria and answers the most basic of all educational questions, "What will my students learn this year and how will I know they learned it?" The simple growth model compares pre- and post-performance data to measure growth, and is fair and applicable to all teachers. It accurately reflects the progress of students in ALL classroom settings, regardless of the subject, grade, or course. All teachers, at all levels, will set growth objectives for the students in their care and monitor progress towards those objectives.

Guidelines for Writing Student Learning Objectives

Within any given evaluation cycle, a teacher, or instructional team of teachers, will develop a minimum of one Student Learning Objective (SLO) which may target either a defined student population, whole class, or a specific subgroup within the identified student population. SLOs are measureable, significant growth targets that a teacher, or group of teachers, set at the beginning of each course for all students or subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instructional time based upon data gathered at the beginning of the course (baseline data). This allows teachers to plan backward from an end-vision of student success. Teachers are encouraged, but not mandated, to work with their teaching teams to develop SLOs and work toward meeting SLOs collaboratively.

Teachers will develop a minimum of one Student Learning Objective per evaluation cycle using the Student Learning Objective Template (PG. 58). (See PG. 59 for Student Learning Objective Examples)

Each Student Learning Objective will include the following components:
- Student population included in the SLO
- Baseline or Pre-performance data
- Overarching Student Objective

- Assessment Measure and Type used to measure student growth
- Projected Student Growth

1) Population

The Student Learning Objective must identify the group of students it addresses. The SLO may include the majority of the student population (entire class, team, or grade level), or it may include a number of students within the identified student population (student subgroup) based on specific and named criteria that are agreed upon by the teacher and evaluator as indicated by the analysis of available data.

      a. The final measurement of student growth for purposes of the teacher's summative evaluation rating may only include:
            i. Students who are in attendance for at least 85% of the available instructional time
            ii. Students for whom both pre- and post- performance data are available

Exceptions to the above criteria may be allowed based upon evaluator approval.

Examples of Student Population included in the SLO

Overarching Student Objective	Student Population
Students will improve fluency and accuracy in reading at individual instructional levels.	All students on my caseload: 8 students total
Students will demonstrate the ability to accurately express and interpret information and ideas through Signed English or American Sign Language.	All students on my caseload: 6 students total
Students will improve fluency and accuracy in reading Braille at individual instructional levels.	All students served by the RCCSEC Vision Department who are working on Braille: 8 students total
Students will increase their ability to perform self-care skills as measured by Criterion Reference Checklist	All students on my caseload with self-care goals on their IEP: 5 students total

2) Baseline or Pre-performance Data

The Baseline or Pre-performance Data is gathered to show the point at which students start. The Baseline data must be gathered using approved Type I, Type II, or Type III assessments. The data must be measurable for the purpose of driving instruction and setting growth targets. Baseline data must focus on specific academic concepts, academic skills, or academic behaviors based upon approved assessment objectives and student needs.

3) Learning Objective

The overarching student objective is the all-encompassing essential focus or concept for the SLO. This focus is based on the teacher's knowledge of the essential understandings and skills that students should come to know and do throughout the duration of the course based on grade level New Illinois Learning Standards. This focus can be determined by the teacher or as a department, grade level, or other teaching team. After collecting baseline data on the overarching student objective, the SLO can be individualized based on student need.

Examples of Overarching Student Objective

Content Area	Overarching Student Objective
Literacy	Students will improve fluency and accuracy in reading at individual instructional levels.
Science	Students will analyze scientific texts and craft written responses supported by textual evidence.
Social Studies	Students will analyze historical documents and write arguments to support claims using evidence from a variety of sources.
Physical Development/Health	Students will increase their level of physical fitness as measured on the Test of Gross Motor Skills.
Fine Arts	Students will increase their understanding of the correct use and application of various media and tools used when painting, drawing, or constructing.
Communication	Students will demonstrate the ability to accurately express and interpret information and ideas through Signed English or American Sign Language.
Self-Care	Students will increase their ability to perform self-care skills as measured by Criterion Reference Checklist

4) Interval of Instructional Time

The interval of instructional time is the period of time the teacher has to complete the Student Learning Objective. Typically, the period is the duration of a course of instruction unless specified differently by agreement between the teacher and evaluator (e.g., entire school year, semester, quarter, or six-week block).

5) Assessment Measures and Types

In accordance with PERA Guidelines, student growth is defined as demonstrable change in student learning at two or more points in time, as measured using two or more types of assessment identified as Types I, II, or III.

a. All teachers MUST use at least one Type III assessment, plus one Type I or one Type II Assessment to measure student growth. If no Type I or Type II assessments are available, then two Type III assessments may be identified collaboratively by the teacher and the evaluator. *(See PG. 28 for Pre-Approved Assessment Types)*

    1. Type I and Type II assessments identified by the RCCSEC Committee are considered pre-approved.

    2. Type III assessments shall be reviewed and evaluated by the teacher and evaluator.

       a. Criteria for Developing Type III Assessments:

         i. Ability to determine student progress towards level of mastery of learning standards

         ii. Aligned with New Illinois Learning Standards/Early Learning Standards in both content and rigor

         iii. Consistent rubrics, scoring, and exemplars provided when possible

    3. If the teacher and evaluator are unable to collaboratively agree on Type III assessments, Type III assessments will be determined by the evaluator as specified in the PERA Guidelines.

b. All assessments should measure the standards/course content specified in the objective and meet the criteria outlined for Type I, II, or III assessments as specified by PERA Guidelines and identified later in this document.

c. Teachers shall use the Pre-Approval of Type II and Type III Assessments form (PG. 29) if the used assessments is not listed on the Summary of Pre-Approved Assessment Types.

Examples of Assessment Measures and Types

Type	I	II	III
Criteria	A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-RCCSEC entity, and is administered either statewide or beyond Illinois.	Any assessment developed or adopted and approved for use by RCCSEC and used by an RCCSEC program by all teachers in a given program.	Any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course.
Examples	Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).	Examples include collaboratively developed common assessments, curriculum tests, standardized assessments, Brigance, MyIGDIS, and assessments designed by textbook publishers.	Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area

6) Projected Student Growth

Projected Student Growth is the amount students are expected to grow from their recorded baseline or pre-performance data. The teacher or group of teachers must determine the amount of measurable student growth anticipated for each assessment measure used (Type I, II, or III).

Student growth is based on individual student performance, not class averages that mask high and low performance.

    a. Projected student growth must meet the following criteria:
        i. **S**pecific, **M**easureable, **A**mbitious, **R**easonable and **T**ime-bound as agreed upon by the teacher and evaluator.
        ii. Projected Growth may be tiered to account for varying levels of student performance at the beginning of the instructional time period. The number of tiers may not exceed 5.
    b. At the end of the interval of instructional time, baseline data is compared to post-performance data or rubric data to determine whether the SLO has been met for each assessment measure used.

Examples of Baseline Data and Projected Student Growth

Baseline Data	Assessment Measure	Projected Student Growth
Students demonstrated knowledge of fewer than 4 words on the KG sight words list at the beginning of the year, and all students in this class are reading at the pre- primer level or lower.	Sight Words List (Type II)	At least 80% of the students in this classroom (16 out of 20 students) will acquire KG level sight words at the rate of 13 words per quarter in the second semester (or acquire a minimum of 26 words for 80% mastery of the KG sight words list).
	Diagnostic Reading Assessment (Type III)	At least 80% of students (16 out of 20 students) will progress at least 4 levels on the DRA II by the end of the school year.
Fall Math scores indicate that ratios are an area of difficulty for 73% of our 6th grade students, and specifically 18 of the 25 students in my 6th period class.	NWEA (Type I)	All 18 students who scored at level 1 or 2 on the Fall Math benchmark assessment will increase their performance by at least one level on the Spring Math benchmark assessment. Of the 7 students who scored at level 3 on the Fall Math benchmark assessment will maintain their level 3 or increase their performance to a level 4 on the Spring Math benchmark assessment.
	CBM 2 Investigation pre- and post-test (Type III)	Students who scored 60% or below on their pre-test will increase their score by at least 35% on their post-test. Students who scored 60% or above on their pre-test will increase their score by at least 25% on their post-test.

Timeline for Evaluation Process

The timeline described below is specific to SLOs set for an entire school year. For detailed tasks and intervals of instructional time other than one full school year, refer to *Student Learning Objective Timeline and Task Manager (PG. 30)*.

Approval of Student Learning Objectives
   a. During any year a teacher or teaching team is writing an SLO, the SLO shall be submitted on or before October 1. For the FY 17 school year, the SLO will be due December 1.
   b. The evaluator response (*either* approval, recommended revisions, or denial) shall be attained in writing on or before October 15. for the FY 17 school year, the response will be December 15
   c. If the evaluator recommends revisions *or* denies the SLO, the teacher shall have **5 school days** to resubmit the SLO with revisions. Upon receipt of the revised SLO, the evaluator shall have **5 school days** to either approve the revised SLO or draft the SLO for the teacher.

d. If SLO is submitted on or before the October 1 deadline, and an evaluator does not respond on or before October 15, the evaluator is tacitly approving the SLO and the teacher or teacher team may proceed with the SLO approved as written.
e. If a teacher does not submit an SLO on or before the October 1 deadline then the Student Growth rating shall be "Unsatisfactory" and the overall Evaluation Rating shall not exceed "Needs Improvement."

Mid-Course Adjustment of Student Learning Objective

a. The teacher or teaching team will set and monitor SLOs based on information gathered and analyzed at the beginning and end of the stated interval of instructional time. During this time, it is recommended that a teacher collect a variety of formal and informal formative assessment data to document student progress toward the SLO. *(See PG. 31 for an optional SLO data tracking form)*
b. Approximately midway through the designated interval of instructional time, the teacher or teaching team will analyze the formative assessment data and give consideration to student progress toward the SLO, and submit a *Mid-Course Reflection (PG. 33)* to the evaluator.
c. The teacher or teaching team and evaluator may determine whether an adjustment of the SLO is warranted and should provide a rationale for any adjustments. If the teacher and evaluator are unable to collaboratively agree on the need for any adjustments, the ultimate need for adjustment will be determined by the evaluator.
d. The data the teacher collects for the Mid-Course Reflection shall not be used to determine the performance evaluation rating for student growth, but may be used as evidence of professional practice for several components.

Summative Evaluation Rating for the Student Growth Component

a. At the end of the stated interval of instructional time, the teacher or teaching team will gather post-performance data from the assessment measures and types as specified in the SLO.
b. The teacher or teaching team will compare the pre- and post-performance data and determine the extent to which the SLO has been met for each assessment measure used.
c. The teacher or teaching team shall submit a *Summative Reflection (PG. 34)* to their evaluator at least 10 days prior to the Summative Evaluation Conference.
d. The teacher or teaching team and evaluator will review the *Summative Reflection (PG. 3 4)* during the Summative Evaluation Conference and collaboratively agree upon the SLO Summative Evaluation Rating that will be factored into the teacher's overall Performance Evaluation Rating using the *Student Learning Objective Summative Rating Scale*.
e. Once the teacher and evaluator have agreed on the summative rating for the student growth component, that rating will be factored into the overall Performance Evaluation Rating at 30%.
f. If the teacher and evaluator are unable to collaboratively agree on the SLO Summative Evaluation Rating, the SLO Summative Evaluation Rating will be determined by the evaluator.

Consistency and Inter-rater Reliability

All evaluators will meet at least once per year on or before September 30 for the specific purpose of building consistency and inter-rater reliability amongst all evaluators regarding the entire PERA process.

RCCSEC Student Learning Objective Framework

	Population	Baseline	Learning Objective	Assessment	Growth Measures
Criteria	- 85% in class attendance is assumed - Pre-test data is available for each student included. - Exceptions are allowed, based upon evaluator approval	- Uses allowable data to drive instruction and set growth targets. - Is measurable - Targets specific academic concepts, academic skills, or academic behaviors based upon approved assessment objectives and student needs.	- Content is challenging, complex, and progressively deepens core knowledge (rigorous) - Objectives may be tiered. - Objectives are based on State Learning Standards or curriculum. - Use baseline data to guide selection and instruction. - Objectives may be written to be year-long, semester-long, quarter-long, or unit-long. - Is measurable	- Administered in a consistent manner. - Applicable to the purpose of the class and reflective of the skills students have the opportunity to develop. - Produces timely and useful data. - Type 1 or Type 2 only: Assessment must be standardized; has the same content, administration, and reporting.	- Maximum of 5 tiers. - Expressed in whole numbers or percentages, but must remain consistent within the SLO. - If a Type 1 or Type 2 assessment provides a tool to set growth targets, that tool must be used. The final growth target may be adjusted because of additional data such as attendance, grades, medication, previous achievement data, etc. Any additional data used to adjust the growth target must be approved by the evaluator. - Collaboration and common growth target setting is encouraged. Teachers will be allowed to set distinct growth targets. - The SLO must address only one growth target.
Guiding Questions	- What student groups are targeted? - What are the students' academic, social and cultural strengths and/or needs?	- What allowable data have you considered? - How did students perform according to the baseline data? - What student strengths and needs are identified using the baseline data?	- What general content area(s) are targeted? - Is the content scaffolded and rigorous? - How is the content connected to the NILS? - How is the baseline data used to inform instruction? - What should the students know or be able to do by the end of the instructional time? - How long does the SGO last? - Will you be able to gather adequate data in time to show student growth?	- What assessments will be used to measure whether students met the objective? - What type? (I, II, III) - How do you know the assessments are consistently administered?	- What is the growth target? - How was the targeted determined? - What is the percentage of students who will perform at the target level? - Are there different targets for different groups of students, depending on starting point?

Summary of Pre-Approved Assessment Types

Measure	What does it measure?		Grade Level	Type I	Type II	Type III
AIMSWEB	Reading, Math, Spelling, Writing		K-12		X	
Lexia Reading	Reading		K-12		X	
Reading Plus	Reading		3-12		X	
Teachscape Gold	Reading, Math,		PreK	X		
Scales of Independent Behavior – Revised	Pre-Academic Behaviors & Functional Skills		PreK-12+		X	
Criterion Reference Checklist	Pre-Academic Behaviors & Functional Skills		PreK-12+		X	
Star	Pre-Academic Behaviors & Functional Skills		PreK-12+		X	
Everyday Math	Math		K-6		X	
Language!	Language		3-12		X	X
Fontas & Pinnell	Reading		3-8		X	X
My IGDIS	Early literacy and early numeracy		PreK		X	
Expressive and Receptive Language Scale	Speech and Language		PreK-12+		X	
Brigance Inventory of Early Development	Physical and language development, lieteracy, math, science, daily living, social emotional development		Birth-age 7		X	
Measures of Academic Progress by NWEA	Reading and Math		1-12	X		
Brigance Basic Skills Inventory	Readiness, speech, listening, reading, writing, research and study skills and math		1-6		X	
Test of Gross Motor Development	Gross Motor		K-12		X	
APEAS	Gross Motor		K-12		X	
Benchmarked Braille Assessment	Reading		K-12		X	
Teacher Created Aligned to NILS	All		K-12			X

Using assessments not listed requires preapproval from the evaluator.

Pre-Approval of Type II and Type III Assessments

Teachers or teacher teams may apply for assessments to be considered as approved Type II and Type III assessments. The authority to approve Type II and Type III assessments rests solely with the qualified evaluator. Once an assessment has been approved it will continue to be consider approved until approval is revoked by a qualified administrator. Individual teachers or teaching teams, in consultation with their evaluator, will determine the appropriateness of classroom-based assessments as a Type III assessment. If the teacher and evaluator are unable to agree on Type III assessments, the evaluator will determine the Type III assessments using the criteria for Type III assessment outlined in the Plan and in compliance with PERA legislation.

Student Data Tracking Form *Type I or II (or III) Assessment*

	Pre---Assessment score for Type I or Type II Assessment	Projected Growth for individual or groups of students	Formative Assessment score (check for understanding)	Mid---course Progress Check (Form R.1)	Formative Assessment score (check for understanding)	Post---Assessment score for Type I or Type II Assessment	Did student meet SLO? (Yes or No)
Total Number of Students who Met SLO							0
Total Percentage of Students who Met SLO							0%
SLO Met for this Assessment? (Yes or No)							

Student Data Tracking Form *Type III Assessment*

	Pre-Assessment score for Type I or Type II Assessment	Projected Growth for individual or groups of students	Formative Assessment score (check for understanding)	Mid-course Progress Check (Form R.1)	Formative Assessment score (check for understanding)	Post-Assessment score for Type I or Type II Assessment	Did student meet SLO? (Yes or No)
Total Number of Students who Met SLO							0
Total Percentage of Students who Met SLO							0%
SLO Met for this Assessment? (Yes or No)							

SLO Summative Scoring Scale

Rating	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
Percentage of students that met SLO target	0-69%	70-79%	80-89%	90-100%

If identified student population is small, the teacher and evaluator may establish an alternate Summative Scoring Scale using exact numbers (e.g., 3 out of 4) rather than percentages to measure SLOs.

The scores for both designated assessments will be averaged resulting in a score that will fall within a range for each rating category. Averaged scores falling at or above .5% will be rounded up for the summative SLO rating.

1) Total number of students assessed using Type I or II (or III) assessment measure: _____

2) Total number of students assessed using Type III assessment measure: _____

A) Add lines 1 & 2 = Total number of student assessments ▮▮▮▮▮▮

3) Total number of students who met the Type I or II (or III) assessment target: _____

4) Total number of students who met the Type III assessment target: _____

B) Add lines 3 & 4 = Total number of students that met SLO targets: ▮▮▮▮▮▮

Divide B by A = Percentage of students that met SLO target

Summative SLO Score: _____

Example:

1) *Total number of students rated for Type I or II (or III) assessment measure:* ___10___

2) *Total number of students assessed using Type III assessment measure:* ___10___

A) *Add lines 1 & 2 = Total number of student assessments* ___20___

3) *Total number of students who met the Type I or II (or III) assessment target:* ___7___

4) *Total number of students who met the Type III assessment target:* ___8___

B) *Add lines 3 & 4 = Total number of students that met SLO targets:* ___15___

Divide B by A = Percentage of students that met SLO target   *15 / 20 = 75%*

Summative SLO Score: ___Needs Improvement___

Example 1

Teacher: Elementary Classroom Teacher A	Content Area: Reading	Grade Level: Primary

Overarching Student Objective: Students will increase their ability to fluently read grade level text.		
Components		
Rationale	Reading is a foundational skill for Kindergarten. The ability to recognize sight words and read aloud grade level text with fluency and prosody are key to reading comprehension.	
Standard(s)	RF.K.1: Demonstrate understanding of the organization and basic features of print; RF.K.4: Read emergent-reader texts with purpose and understanding; RI.K.10: Actively engage in group reading activities with purpose and understanding; RL.K.10: Actively engage in group reading activities with purpose and understanding.	
Student Population	20 Kindergarten students in homeroom class	
Interval of Instructional Time	One full academic year (2013-2014)	
Baseline or Pre-performance Data	Students demonstrated knowledge of fewer than 4 words on the KG sight words list at the beginning of the year, and all students in this class are reading at the pre-primer level or lower.	
Assessment Measures and Types	KG Sight Words List (Type II)	Diagnostic Reading Assessment (Type III)
Projected Student Growth	At least 80% of the students in this classroom (16 out of 20 students) will acquire KG level sight words at the rate of 13 words per quarter in the second semester (or acquire a minimum of 26 words for 80% mastery of the KG sight words list).	At least 80% of students (16 out of 20 students) will progress at least 4 levels on the DRA II by the end of the school year.

Date Submitted: 9/30/2013   **Evaluator Response: ☐Approved ☐Requires Revision (see comments)**

Evaluator Signature:_____**Date:** _____

Example 2

Teacher: Title I Reading Teacher B	Content Area: Title I Reading Intervention	Grade Level: Primary

| Overarching Student Objective: Students will improve their reading accuracy and fluency. |||

Components		
Rationale	Reading fluency and comprehension are extremely important components in order for a Kindergarten student to be a successful reader.	
Standard(s)	RK.F.3 Know and apply grade level phonics and word analysis skills in decoding words. RK.F.4 Read emergent reader texts with purpose and understanding.	
Student Population	All Kindergarten reading intervention students: 12 students total	
Interval of Instructional Time	6 Weeks (March – May 2013)	
Baseline or Pre-performance Data	Based on winter data, students are performing below the Benchmark levels on the DIBLES Next Screening measures: 10 students – Intensive level (non-readers) 2 students – Strategic level (non-readers) Because scores are so low, the Guided Reading Levels for these 12 students have not been determined at this time.	
Assessment Measures and Types	DIBELS Next (Type I)	Fountas & Pinnell Benchmark Assessment (Type III) (Type II serving as a Type III in this instance as agreed upon by teacher and evaluator in SLO approval meeting)
Projected Student Growth	The 2 students who scored at the Strategic level will move to Benchmark grade level. Of the 10 students who scored at the Intensive level, 70% (7 out of 10 students) will move to the Strategic or Benchmark level.	The 2 students who scored at the Strategic level will read at an Independent Level B. Of the 10 students who scored at the Intensive level, 70% (7 out of 10 students) will read at an Independent Level A.

Date Submitted: 3/15/2013   Evaluator Response: ☐Approved ☐Requires Revision (see comments)

Evaluator Signature:_____   Date: _____

Example 3

Teacher: Elementary Classroom Teacher C	Content Area: Literacy	Grade Level: Primary

Overarching Student Objective: Students will improve their reading accuracy and fluency of literary text.		
Components		
Rationale	Reading fluency and comprehension are 1st Grade Priority Standards and critical for students to become readers.	
Standard(s)	RF.1.3: Know and apply grade-level phonic and words analysis skills in decoding words. RF.1.4: Read with sufficient accuracy and fluency to support comprehension.	
Student Population	All students in first grade classroom: 24 students total	
Interval of Instructional Time	School Year 2013-2014	
Baseline or Pre-performance Data	Based on beginning of the year DIBELS and Fountas & Pinnell Benchmark Assessment scores, the majority of our students' performance is below the benchmark level of performance needed for success in reading at first grade. 5 = Meets Fall Benchmark 15 = Strategic/Needs Improvement 4 = Intensive/Below	
Assessment Measures and Types	DIBELS Next (Type I)	F&P Benchmark Assessment (Type II) (Type II serving as a Type III in this instance as agreed upon by teacher and evaluator in SLO approval meeting)
Projected Student Growth	Of the 15 students who score at the Strategic/Needs Improvement level, at least 80% (12 out of 15 students) will move to Benchmark level by the end of the school year. Of the 4 students who score at the Intensive/Below level, at least 75% (3 out of 4 students) will move to Strategic or Benchmark level by the end of the school year. Of the 5 who start at benchmark level, all 5 will maintain benchmark level or better throughout the school year.	All students in the class will show at least 4 levels of growth OR meet the end of the year benchmark for 1st grade reading level.

Date Submitted: 9/15/2013   Evaluator Response: ☐Approved ☐Requires Revision (see comments)

Evaluator   Signature:_____   Date: _____

Example 4

Teacher: Elementary Classroom Teacher D	Content Area: Early Literacy	Grade Level: Primary

Overarching Student Objective: Students will increase their knowledge of the words on the First Grade Sight Words List

Components		
Rationale	Mastery of sight words is a critical component of reading fluency.	
Standard(s)	RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.4: Read with sufficient accuracy and fluency to support comprehension.	
Student Population	All students in my first grade classroom who are not receiving inclusion services: 24 students total	
Interval of Instructional Time	Full instructional year, monitored at three key benchmark periods (September, December, May).	
Baseline or Pre-performance Data	Kindergarten Screening data indicates that only 34% of this year's first graders have acquired at least 80% the Kindergarten Sight Word list that are needed for mastery level. 66% of first graders are below mastery level for Kindergarten Sight Words.	
Assessment Measures and Types	First Grade Sight Words List (Type II)	Teacher Created Weekly Progress Monitoring of Sight Words List (Type III)
Projected Student Growth	At least 80% (19 out of 24 students) of first grade students will increase their acquisition of grade level sight words by at least 32 words per quarter, OR will acquire a minimum of 128 of the 160 first grade words by the end of the year.	At least 80% (19 out of 24 students) of first grade students will increase their acquisition of grade level sight words by at least 32 words per quarter, OR will acquire a minimum of 128 of the 160 first grade words by the end of the year.

Date Submitted: 9/15/2013   Evaluator Response: ☐Approved ☐Requires Revision (see comments)

Evaluator   Signature:_____ Date: _____

Example 5

Teacher: Elementary Classroom Teacher E	Content Area: Math	Grade Level: Primary

Overarching Student Objective: Students will increase their understanding of number sense and place value in a base-ten number system.		
Components		
Rationale	Traditionally, students struggle with the concept of place value. This objective is central to the discipline and a Critical Focus Area for first grade.	
Standard(s)	1.NBT.B.2: Understand place value & understand the two digits of a two-digit number represent amounts of tens and ones. 1.NBT.B.3: Understand place value & comparing two two-digit numbers	
Student Population	All students in my first grade classroom: 20 students total	
Interval of Instructional Time	One school year (2013-2014)	
Baseline or Pre-performance Data	Fall math benchmark data indicates only 5% of students demonstrated mastery of tens and ones as measured by MCOMP, TENS, and the EIASE First Grade Math Benchmark Assessment.	
Assessment Measures and Types	First Grade Benchmark (Type II)	Teacher Created Observational Data Chart (Type III)
Projected Student Growth	On the parts of the First Grade Math Benchmark Assessment that are related to number sense and place value, all students will increase their score from Fall to Spring to demonstrate mastery of at least 80% of the related items (15 out of 19 questions).	Observational data will indicate that at least 80% of first grade students (16 out of 20 students) will increase their understanding of tens and ones by the end of the school year.

Date Submitted: 9/30/2013   Evaluator Response: ☐Approved ☐Requires Revision (see comments)

Evaluator   Signature:_____   Date: _____

Example 6

Teacher: Elementary Classroom Teacher F	Content Area: Literacy	Grade Level: Intermediate

Overarching Student Objective: Students will improve fluency and accuracy in reading at individual instructional levels.

Components		
Rationale	Reading fluency and accuracy are 4th grade Priority Standards and critical for students to become readers.	
Standard(s)	RF.4.4: Read with sufficient accuracy and fluency to support comprehension; RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently; RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently.	
Student Population	*Targeted population:* 15 out of 23 students in my 4th grade classroom scored at the "intensive" level on the DIBELS Next Composite, and are 3 or more Guided Reading Levels below the beginning of the year grade level benchmark as measured on the Fountas & Pinnel Benchmark Assessment.	
Interval of Instructional Time	September 30 – March 1 of the current school year (2013-2014)	
Baseline or Pre-performance Data	15 out of 23 students in my 4th grade classroom scored at the "intensive" level on the DIBELS Next Composite, and are 3 or more Guided Reading Levels below the beginning of the year grade level benchmark as measured on the Fountas & Pinnel Benchmark Assessment.	
Assessment Measures and Types	DIBELS Next – Composite (Type I)	Fountas & Pinnell Benchmark Assessment and Progress Monitoring (Type III) (Type II serving as a Type III in this instance as agreed upon by teacher and evaluator in SLO approval meeting)
Projected Student Growth	80% of the targeted students (12 out of 15 students) (who are in attendance at least 85% of the instructional time, and for whom there are at least 2 data points) will increase their overall composite score to reach the strategic or benchmark levels by March 1, 2014.	80% of the targeted students (12 out of 15 students) (who are in attendance at least 85% of the instructional time, and for whom there are at least 2 data points) will increase their reading skills by at least 3 Guided Reading Levels as measured by the Fountas & Pinnell Benchmark Assessment and Progress Monitoring System.

Date Submitted: 9/30/2013   Evaluator Response: ☐Approved ☐Requires Revision (see comments)

Evaluator Signature:_____   Date: _____

Example 7

Teacher: Elementary Classroom Teacher G	Content Area: Mathematics	Grade Level: Intermediate

Overarching Student Objective: Students will understand fractions as numbers, fraction equivalence and ordering of fractions.		
Components		
Rationale	Understanding fractions as numbers, fraction equivalence and ordering of fractions are identified as Critical Focus Areas for Mathematics at the fourth grade level. My students performed poorly on the questions on the DEA and MCAP that were related to fractions at the beginning of the year, and this is an area that students traditionally struggle with year after year.	
Standard(s)	4.NF: Extend understanding of fraction equivalence and ordering.	
Student Population	24 Fourth Grade Students	
Interval of Instructional Time	One School Year (2013-2014)	
Baseline or Pre-performance Data	DEA Fall Benchmark Scores: 5 (Meets fall Benchmark -- "green") 15 (Strategic support category -- "yellow") 4 (Intensive support category -- "red")	HM Mathematics Chapter pre-test, related to fractions: 20 students answered 50% or more of the questions/problems inaccurately 4 students were able to answer 50-60% of the questions/problems accurately
Assessment Measures and Types	DEA (Type I)	HM Mathematics Chapter Tests (Type III)
Projected Student Growth	All students who are meeting the Fall Benchmark level on the DEA measures will continue to achieve the rising Benchmark level targets throughout the school year 90% of the students who begin the year in the "Strategic support" category (13 out of 15 students) will improve their performance to reach the Benchmark level (green) by the end of the school year 75% of the students who begin the year in the "Intensive support" category (3 out of 4 students) will improve their performance by at least one level (yellow or green) by the end of the year.	All students, regardless of the performance on the HM Mathematics Chapter pre-test related to fractions, will improve their scores by at least 30 percentage points on the HM Mathematics Chapter post-test.

Date Submitted: 10/1/2013   Evaluator Response: ☐Approved ☐Requires Revision (see comments)

Performance Evaluation Rating

Adopted by the RCCSEC Board
November 10, 2016
Revision Adopted: October 12, 2023

Performance Evaluation Rating

The overall performance evaluation rating for teachers shall take into consideration the educators Professional Practice rating, Student Growth rating and attendance.

Timeline

The overall performance evaluation rating including attendance, professional practice and student growth must be completed by:

> March 1st – Non-tenured teachers
> March 1st – Tenured teachers

Attendance

As required under Section 24A-5 of the School Code, the evaluation plan shall consider the teacher's attendance. The PERA Committee will develop procedures for evaluating attendance during the 2016 - 2017 school year. Attendance will not be included within the summative rating until the 2017 - 2018 school year.

"While policymakers have been directing considerable attention to teacher effectiveness, one aspect of effectiveness has received relatively little attention: teacher attendance. No matter how engaging or talented teachers may be, they can only have an impact on student learning if they are in the classroom." (*Roll Call: The Importance of Teacher Attendance,* June 2014 – retrieved from: http://www.nctq.org/dmsView/RollCall_TeacherAttendance)

Weighing the Performance Evaluation Rating Components

The overall performance evaluation rating shall be determined by weighing the components of the performance evaluation as follows:

Classroom Teacher

Professional Practice	70%
Student Growth	30%

School Service Personnel

Professional Practice	100%

Overal Performance Evaluation Rating
The overall evaluation rating shall be determined by using the following scale:

Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
0-1.74	1.75-2.74	2.75-3.49	3.5-4.0

TEACHER EXAMPLE ONLY

1) Professional Practice Score: _____ * 7= [ ]
2) Student Growth Score: _____ * 3 = [ ]

Sum of lines 1 - 2   _____ / 10 = Final Score [ ]

Example:
2016-2017 After
  1) Professional Practice Score: __3.24__ * .7= __2.27__
  2) Student Growth Score   __3__ * .3 =__.9__

Sum of lines 1 -2   ‾3.17 Final Score
                           _____

Evaluation Rating: _____Proficient_____

Outcomes

Due to experience and training, tenured teachers are expected to perform at a consistently higher level than inexperienced teachers. For this reason, each tenured teacher is expected to maintain a level of performance at least "proficient" in every area of professional practice attendance and subject matter competency. It is understood that non-tenured teachers may not immediately be proficient in every area of professional practice. A performance evaluation rating of "needs improvement" especially in a first year teacher does not necessarily mean the teacher will be recommended for non-renewal. However a non-tenured teacher who receives a performance evaluation rating of "needs improvement" should consistently improve performance to meet the standard of at least "proficient"

A performance evaluation rating of "needs improvement" in a third or fourth year teacher who has previously been rated "needs improvement" in a particular area shall lead to a recommendation of non-renewal.

Procedures for Professional Development Plans:
1) Within thirty (30) school days after completion of a performance evaluation rating a teacher in contractual continued service as "Needs Improvement", RCCSEC shall develop a Professional Development Plan (PDP).
   a. A PDP is developed by the evaluator in consultation with the teacher and takes into account the teacher's ongoing professional responsibilities including his/her regular teaching assignment.
   b. The PDP includes evidence of progress/achievement of goals as well as supports that RCCSEC will provide to address the performance areas needing improvement.
2) Teachers receiving a performance evaluation rating of "needs improvement" shall be evaluated at least once during the school year following receiving a performance evaluation rating of "needs improvement."
3) A minimum of three (3) observations shall be required during this evaluation cycle, of which two (2) must be a formal observation.

Possible Outcomes for Professional Development Plans:
At the end of the evaluation cycle in which the PDP is in effect, the evaluator will provide the teacher with a performance evaluation rating. The teacher will be rated as either Excellent, Proficient, Needs Improvement or Unsatisfactory. If the evaluation results in a performance evaluation rating of Needs Improvement, the teacher will be rated Unsatisfactory for not having progressed past Needs Improvement.

1) If the teacher has corrected the performance areas and receives a performance evaluation rating of Proficient or Excellent, he or she will be evaluated the following school year and then be reinstated to the regular evaluation schedule provided that evaluation results in a Proficient or Excellent rating.

2) If the teacher receives a performance evaluation rating of Unsatisfactory, the evaluator will develop a remediation plan as specified in the following section.

Procedures for Remediation Plans:
1) Within thirty (30) school days after completion of a performance evaluation rating a teacher in contractual continued service as "Unsatisfactory", RCCSEC shall develop a remediation plan designed to correct the cited deficiencies (provided the deficiencies are deemed remediable).
2) The remediation plan shall be for a ninety (90) school day period and include two (2) evaluations:
   a) a forty-five (45) school day mid-point evaluation; and,
   b) an evaluation at the end of the of ninety (90) school days remediation period.
   c) Each evaluation shall assess the teacher's performance during the time period since the prior evaluation; provided that the last evaluation shall also include an overall evaluation of the teacher's performance during the remediation period.

3) A written copy of the evaluations and ratings, in which any deficiencies in performance and recommendations for correction are identified, shall be provided to and discussed with the teacher within ten (10) school days after the date of the evaluation.
4) Participants in the remediation plan shall include the tenured teacher deemed Unsatisfactory, a qualified evaluator or evaluators, and a consulting certificated staff member (selected by the evaluator).
   a) The participation of the consulting certificated staff member shall be voluntary.
   b) The qualified consulting certificated staff member shall be one who:
      i) is an employee of RCCSEC, and
      ii) has received a rating of Excellent on his/her most recent evaluation, and
      iii) has a minimum of five years' experience in the field, and
      iv) has reasonable familiarity to the assignment of the individual under remediation.
   c) If no teachers meet these criteria within RCCSEC, RCCSEC shall request that the Regional Office of Education supply an individual who meets the above criteria.
   d) The Association may, if it so chooses, supply a roster of qualified teachers from whom the consulting teacher is to be selected. That roster shall, however, contain the names of at least 5 teachers, each of whom meets the criteria for consulting teacher with regards to the teacher being evaluated, or the names of all teachers so qualified if that number is less than 5. In the event of a dispute as to qualification, the State Board shall determine qualification.
   e) If the consulting certificated staff member becomes unavailable during the course of a remediation plan, a new consulting certificated staff member shall be selected in the same manner as the initial consulting staff member.
   f) The consulting certificated staff member shall provide advice to the individual rated Unsatisfactory on how to improve teaching skills and to successfully complete the remediation plan.
   g) The consulting certificated staff member shall participate in developing the remediation plan, but shall not participate in any of the required evaluations, nor be engaged to evaluate the performance of the individual under remediation.
   h) The consulting certified staff member shall be informed of the results of the evaluations in order to continue to provide assistance to the individual under a remediation plan. This shall include at least a mid-point review and summative evaluation.

Possible Outcomes of the Remediation Plan
Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teachers and shall not be subject to the guidelines and procedures relating to those annual evaluations. The evaluator may, but is not required to use any of the forms found within this evaluation plan.

1) If the teacher has corrected the performance areas and receives a rating of Proficient or Excellent, he or she will be evaluated the following school year and then be reinstated to the regular evaluation schedule provided that evaluation results in a Proficient or Excellent rating.

2) If the tenured teacher fails to complete the remediation plan with a rating of Excellent or Proficient he or she shall be dismissed in accordance with The Illinois School Code.
   a. All evaluation data will be collected and controlled by the evaluator.
   b. If a certificated staff member feels that a summative rating of Unsatisfactory is inaccurate or unjust, he or she may submit a written response. The Executive Director will make a final and binding decision regarding the rating after consultation with all parties concerned.

Appendix A
Hearing Itinerant Rubric

Adopted by the RCCSEC Board
November 10, 2016

	DOMAIN ONE: PLANNING AND PREPARATION			
	Levels of Performance			
Component 1A	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Demonstrating Knowledge of Content and Pedagogy **Performance** *(Evaluated via pre-observation interview, and discussion)*	Planning incorporates little to no knowledge of grade/age level curriculum and development, discipline specific content, and best practice to develop appropriate instruction. Plans include ineffective strategies and limited knowledge of low-incidence disability needs.	Planning incorporates some knowledge of grade/age level curriculum and development, discipline specific content, and best practice to develop appropriate instruction. Plans include a few effective strategies and incomplete knowledge of low-incidence disability needs.	Planning incorporates knowledge of grade/age level curriculum and development, discipline specific content, and best practice to develop appropriate instruction. Plans include effective strategies and knowledge of low-incidence disability needs.	Planning incorporates in-depth knowledge of grade/age level curriculum and development, discipline specific content, and best practice to develop appropriate instruction. Plans include many effective strategies and demonstrate thorough knowledge of low-incidence disability needs.
Criteria	Cannot identify where other students of same age/grade are functioning. Unaware of student deficits related to disability Cannot rationalize why the instructional strategy was chosen Unfamiliar with skills sequencing and has little to no evidence of planning based on prior skills acquisition	Identifies some areas where other students of same age/grade are functioning Somewhat aware of student deficits related to disability Sometimes rationalizes why one instructional strategy was chosen over another Knows some skills sequencing and has some evidence of planning based on prior skills acquisition	Can identify where other students of same age/grade are functioning so the itinerant is aware of student deficits related to disability Can rationalize why one instructional strategy was chosen over another Knows skills sequencing and has evidence of planning based on prior skills acquisition and future mastery	Identifies where other students of same age/grade are functioning - aware of student deficits related to disability Rationalizes why one instructional strategy was chosen over another Sequences skills in a variety of areas and plans on prior skills acquisition and future mastery Student shows knowledge of own needs
Examples	Does not ask questions or seek information Does not pick up/fix equipment No knowledge of hearing anatomy, ALDs, sign language Does not equip students with technology and does not perform maintenance checks Cannot articulate relevant information related to hearing loss Incorrectly interprets audio	Finds information when supported Needs multiple repetition of the same information for moderate mastery Can interpret/articulate only basic information from audio reports Can equip students with technology with assistance Slow to respond to equipment issues Limited knowledge of hearing	Prepares in-services for staff on students and hearing loss – includes interpretation of audio report Prepares supplementary materials when gaps in knowledge occur Seeks change in technology when needs are identified and not currently addressed by current technology in use Puts plans in place for equipment use and care Basic knowledge of hearing	Assists students in preparation of in-services when appropriate Prepares information related to grade level expectations/ assessments/units of instruction Prepares classroom teacher to monitor student use of equipment Provides information to team related to student's specific type/degree etc. of hearing loss and appropriate expectations in the classroom and its impact on

	information	anatomy, ALDs, sign language	anatomy, ALDs, sign language	accessing instruction
				Thorough knowledge of hearing anatomy, ALDs, sign language Daily listening check/Ling 6 sounds

	DOMAIN ONE: PLANNING AND PREPARATION			
	Levels of Performance			
Component 1B	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Demonstrating Knowledge of Students **Performance** *(Evaluated via pre-observation interview, and discussion)*	Plans demonstrate little to no understanding of the learning process and the impact of the child's impairment. Planning does not incorporate personal interests, personality, family and culture of students. Little knowledge of student communication skills and developmental level is reflected in planning of instruction	Plans demonstrate basic understanding of the learning process and the impact of the child's impairment. Planning does not often incorporate personal interests, personality, family and culture of students. Basic knowledge of student communication skills and developmental level is reflected in planning of instruction	Plans demonstrate clear understanding of the learning process and the impact of the child's impairment. Planning incorporates personal interests, personality, family and culture of students. Knowledge of student communication skills and developmental level is reflected in planning of instruction	Plans demonstrate in-depth understanding of the learning process and the impact of the child's impairment. Planning incorporates personal interests, personality, family and culture of students in a variety of ways. Knowledge of student communication skills and developmental level is reflected in planning of instruction Student participation in planning is evident
Criteria	Plans are inappropriate for developmental levels Unfamiliar with students' additional disabilities or impact Unfamiliar with family background/culture Itinerant knowledge of student is not incorporated into plans Little to no understanding of impact of medical condition	Some plans are appropriate for developmental levels Knowledgeable about some students' additional disabilities Familiar with some students' family background/culture Itinerant knowledge of student is sometimes incorporated into plans Some understanding of impact of medical condition	Plans are appropriate for developmental levels Knowledgeable about students' additional disabilities Familiar with family background/culture Itinerant knowledge of student is incorporated into plans Clear understanding of impact of medical condition	Plans are specific to developmental levels, interests and IEP goals Plans reflect knowledge of students' additional disabilities Knowledge of family background/ culture is evident in planning Clear understanding of impact of medical condition Student's demonstrates knowledge of self and participates in planning
Examples	Plans lack awareness of disability and skill Does not seek information related to student's language or academic levels, classroom functioning Uses Incorrect instructional level materials– too low or too high Cannot describe relationship of hearing loss to social/academic behaviors	Can identify personal interests of few students on caseload Cannot identify impact of hearing loss on other areas of development Cannot identify the impact of hearing loss on social and communication areas Can articulate students' current hearing loss but does not incorporate into instructional plan	Accommodation page is specific to the disability and developmental level of the student In-service materials reflect the specific needs of the student IEP Goals related to students' needs Lesson plans reflect cultural awareness and student interests Emails demonstrate knowledge and interest about students	Appropriate checklists are developed for specific skills or specific students Identifies impact of disability versus age typicality Uses curricular or student interest materials to plan goal activities Uses current grades, district benchmarks, MAP scores or other indicators of academic achievement Picks out impact of hearing impairment

				versus age typicality
				Exposes students to DHH culture

	DOMAIN ONE: PLANNING AND PREPARATION			
	Levels of Performance			
Component 1C	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Setting Instructional Outcomes **Performance** *(Evaluated via pre-observation interview, and discussion)*	IEP goals are not individualized or aligned with academic or functional needs. Alignment to academic standards is unclear or non-existent. Itinerant lesson plans do not connect learning outcomes to IEP.	IEP goals are individualized for some students and are partially aligned to students' current levels. Weak alignment to appropriate academic standards. Some lesson plans include IEP goals.	IEP goals are individualized, measureable and related to student needs and appropriate academic standards. These goals are evident/present in teacher's plans and incorporated into the lesson.	IEP goals are measureable, individualized and are structured to increase student independence. IEP goals are based on student present level of performance and tied to appropriate academic standards. Plans reflect high learning expectations including having learners apply the learned skill.
Criteria	Goals are not specifically related to student present level of performance Common Core Standards or other learning objectives are missing from IEP goals. Lesson plans do not reference IEP goals.	Goals are not consistently related to student present level of performance Common Core Standards or other learning objectives are present on IEP but not actively addressed in lesson plans	Goals target student's area of need Goals are differentiated based on developmental/curricular levels of individual student Assessments for measuring goals are clear Lesson plans link to IEP goal and benchmarks	IEP goals meet specific student learning styles and needs How goals will be achieved is clear through benchmarks and measuring instrument Goals scaffold skills to promote student independence
Examples	Itinerant is unable to identify the IEP goal(s) are being addressed in a lesson Itinerant is unable to connect lesson to a learning standard Itinerant lacks data to show relationship between student performance and IEP goals	Itinerant is unclear about relationship between current level of performance and IEP goal	Goals are specific to student's area of disability Lesson plans include goal and benchmarks Lesson plans include assessment for measurement Goals and benchmarks are specific to the developmental need of the student	Itinerant can articulate how IEP goals are related to past goals and what will come after the goal has been achieved Measurement of benchmarks is planned for the lesson

Component 1D	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
DOMAIN ONE: PLANNING AND PREPARATION				
		Levels of Performance		
Demonstrating Knowledge of Resources **Performance** *(Evaluated via pre-observation interview, and discussion)*	Not knowledgeable about RCCSEC resources. Unaware of external resources.	Knowledgeable about resources within RCCSEC. Aware of external resources Incorporates knowledge into plans for students.	Knowledgeable about resources both within and beyond RCCSEC and their districts. Researches external resources and incorporates knowledge into instructional plans and communications with school teams and families.	Knowledgeable about resources both within and beyond RCCSEC and their districts. Researches external resources and incorporates knowledge into instructional plans and communications with school teams and families. Student is knowledgeable about resources.
Criteria	No knowledge/application of resources for families Little to no knowledge of state and federal guidelines No knowledge of district policies	Familiar with a few resources or resources in a few areas Inconsistently incorporates resources into instructional plans Limited knowledge of district, state and federal guidelines Inconsistently or infrequently shares resources with stakeholders	Itinerant accesses resources for medical information, data collection, assessment, lesson planning, materials, equipment, district, state and federal guidelines, financial assistance and community resources. Incorporates resources into instructional plans Shares information with families, colleagues, school staff Knowledgeable about state, federal and school district IEP policies	Itinerant collects, organizes and shares resources for medical information, data collection, assessment, lesson planning, materials, equipment, district, state and federal guidelines, financial assistance and community resources. Develops innovative systems for communicating information about resources to stakeholders
Examples	Information provided to team and family is incorrect Unexcused absences on professional development days Unwilling to put forth an effort to investigate resources for families or staff Outdated or irrelevant information	Provides inaccurate information Unaware of resources outside of C.A.S.E.	Works with families and schools to get equipment and resources for students Independently handles equipment requests Has a system in place to inform and respond to parents	Classroom teacher/staff are well prepared with technology and their responsibilities in making accommodations for students Proactively develops and shares materials for families/stakeholders with access to local, state, national or online resources As appropriate, students download own books

DOMAIN ONE: PLANNING AND PREPARATION

Component 1E	Levels of Performance			
	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Designing Coherent Instruction **Performance** *(Evaluated via pre-observation interview, and discussion)*	Limited or no knowledge of learners' needs and design of instructional activities is not based on student's IEP goals. Learning activities and plans or lessons do not target a particular skill.	Knowledge of learners' needs and the content is inconsistently applied in the design of instructional activities that are based on student's IEP goals. Some learning activities are sequential and plans or lessons teach a particular skill.	Knowledge of learners' needs and the content is evident through the design of instructional activities based on student's IEP goals. Learning activities are sequential and there are a variety of well-developed plans or lessons to teach a particular skill.	Knowledge of learners' needs and the content is evident through the design of instructional activities based on student's IEP goals. Learning activities are sequential and there are a variety of well-developed plans or lessons to teach a particular skill. Student identifies related activities to address IEP goals
Criteria	Lesson plans do not reflect knowledge of learning goals and students Does not plan strategies to use Lessons are unorganized Lessons are not sequential	Lesson plans reflect basic knowledge of learning goals and students Plans to uses a few strategies Lessons are loosely organized Lessons are too high/low for student	Lesson plans reflect knowledge of learning goals and students Plans to use several strategies Lessons are well sequenced, scaffolded and organized	Lesson plans reflect in-depth knowledge of learning goals and students Consistently plans to use several strategies Lessons are well sequenced, scaffolded and organize Students participate in identifying learning goals and planning
Examples	Lesson doesn't match the IEP Goals Accommodations are not in place Lesson is not geared toward student needs Lessons are disconnected from each other Objectives are not connected to assessment No scaffolding of instruction	Lessons are redundant or lacking coherence Only some accommodations are in place	Lessons geared towards student's needs Lessons are well organized and planned Lessons are differentiated and consist of varied activities Lesson plans are present Transition goals are present Knowledge of the student's needs and accommodations is presented Uses curricular and supplemental materials to address IEP goals	Student can generalize lesson goals to curriculum Decisions are based on multiple avenues of available data (teacher reports, class observations, criterion referenced checklists and forms) Thoroughly aware of other assessments used by other service providers and uses this data to inform instruction Lesson activities individualized to fully engage students in learning

	DOMAIN ONE: PLANNING AND PREPARATION			
	Levels of Performance			
Component 1F	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Demonstrating Knowledge of Technology **Performance** *(Evaluated via pre-observation interview, and discussion)*	Plans to use of technology are limited and not related to student's specific area of need. Plans for lessons do not include consideration of technology	Plans include available technology and equipment. Consideration of using electronic technology to access instruction is done with prompting. Does not independently seek out additional or innovative resources involving technology.	Plans incorporate general and field specific technology and equipment. Appropriate technology/equipment is selected to support IEP goals and access to educational activities. Itinerant consistently seeks out additional and innovative resources and takes responsibility for learning district-specific software and protocols.	Plans incorporate technology and preparations for malfunctions have been made. Data is used to select the most appropriate technology to support IEP goals and increase educational access and independence. Consistently seeks out new technology/equipment and incorporates knowledge into lessons. Fully knowledgeable of district technology.
Criteria	Use of irrelevant tools/instruction – not tied to student needs No criteria for student learning Student assessments/data not utilized to inform instructional decisions	Uses what is available Does not look for additional or new ways to access instruction Attends trainings or linkage meetings in which technology is presented but does not incorporate its use on own	Proactive in planning for use of technology in classroom Takes advantage of classes/training for new technology, equipment, programs and software	Student/staff can work without technology for short period because itinerant prepared them for this Technology for students is based on a data-driven process Willing to try new/unfamiliar technology after learning about it
Examples	Itinerant is unfamiliar with technology beyond what the student already uses Does not attend trainings related to technology Does not use CASE-provided technology during instruction Does not fit FM systems on students when noted on IEP.	Itinerant is knowledgeable about technology that students are using No documentation that other types of technology were considered Programs/apps/ideas shared with itinerant are not used during instruction Does not appropriately assess student's need for an FM or an audio cord	Plans include checking and troubleshooting of personal equipment and technology Knowledgeable of district-specific policies and programs Does not perform regular FM checks Appropriately assesses student's need for an FM or an audio cord	Shares information with district/classroom teacher about accommodations related to district technology Process of choosing technology is documented Makes arrangements for FM or other equipment trials – works on a data-gathering tool, trains staff, analyzes data.

	DOMAIN TWO: THE ENVIRONMENT			
	Levels of Performance			
Component 2A	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Creating an Environment of Respect and Rapport **Performance** *(Evaluated via direct observation)*	Interactions with staff, students and parents are negative, insensitive or inappropriate. Staff, students and parents appear to be uncomfortable and unfamiliar with expectations. Student interactions with itinerant teacher are disrespectful. Instructional environment does not respect student dignity and/or discourages risk-taking.	Interactions with staff, students and parents are generally appropriate. Learners demonstrate minimal respect for the itinerant Some students are disrespectful to itinerant teacher. Instructional environment may respect the dignity of some students but does not always promote a safe environment for students.	Interactions with staff, students and parents are consistently respectful and positive and collaborative. Learners are respectful and comfortable when working with the itinerant teacher and expectations are known. Instruction provides a safe, supportive environment.	Interactions with staff, students and parents are characterized by two-way collaboration and are respectful and positive. Itinerant teacher interactions reflect genuine concern and respect. Instructional environment is nurturing.
Criteria	No attempt to build report with student, staff and families is made by itinerant	Itinerant teacher's effort to build rapport with students and stakeholders is only partially successful and may not be sensitive to individual's culture or special needs.	Courteous and respectful language used by student and itinerant teacher Itinerant teacher incorporates classroom/school rules into one-on-one instruction Humor is used when appropriate Attempts to build rapport are successful	Turnaround time (getting back to parent or staff once contacted is initiated) is quick and respectful Two-way collaboration between itinerant teacher and school team/parents Learning preferred mode of communication with staff/itinerant teacher
Examples	Not showing up Negative feedback is given Unable to answer school team or family Unwilling to look for answers to questions about student learning	Occasionally disrespectful Little to no positive feedback to student No elaboration on answers asked by school team or parents Unclear explanations about student learning	Students & teachers comfortable asking questions In-services are sensitive to student and team needs	Emails that indicate that itinerant teacher provides information in a timely manner Parent reaches out to itinerant teacher for information Delivers personalized in-services for specific team members in their areas of expertise

	DOMAIN TWO: THE ENVIRONMENT			
	Levels of Performance			
Component 2B	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Establishing a Culture for Learning **Performance** *(Evaluated via direct observation)*	The culture during the lesson is characterized by a lack of teacher or student commitment to learning, and/or little to 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. High expectations are reserved for only a few students.	The culture during the lesson characterized by little commitment to learning by the teacher or students. Teacher appears only "going through the motions," and students indicate that they are interested in the completion of the task rather than the quality of work. Teacher conveys that student success is the result of natural ability rather than hard work. High expectations are reserved for those thought to have a natural aptitude for the subject.	The culture during the lesson indicates 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. Interactions support learning and hard work.	The culture during the lesson indicates a cognitive 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 to high quality by initiating improvements, making revisions, adding detail, and/or assisting peers.
Criteria	Itinerant teacher conveys that there is little to no purpose for the work, or that the reasons for doing it are due to external factors. Itinerant teacher conveys that the work is too challenging for them. Students exhibit little or no pride in their work.	Itinerant teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own.	Itinerant teacher communicates the importance of the content and the conviction that with hard work all students can master the material. Itinerant teacher demonstrates a high regard for students' abilities. Itinerant teacher conveys an expectation of high level of student effort. Students expend good effort to complete work of high quality.	The itinerant teacher communicates passion for the subject. The itinerant teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students indicate through their questions and comments a desire to understand the content. Students assist their classmates in understanding the content. Students take initiative in improving the quality of their work.
Examples	Itinerant teacher tells the students that they're doing a lesson because it's in the book or because it's district mandated. "Why don't you try an easier problem" Student don't engage in the task at hand.	"Let's get through this." Itinerant teacher does not encourage students who are struggling. Some students get right to work.	"This is important: you'll need this in the future". "This idea is really important! It's central to our understanding of history." Let's work this together; it's hard, but you all will be able to do it well." Students get to work right away when task is presented.	"It's really fun to find the patterns for factoring" Students ask another student to explain the work. Student asks permission to redo a piece of work.

	DOMAIN TWO: THE ENVIRONMENT			
	Levels of Performance			
Component 2C	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Managing Instruction **Performance** *(Evaluated via direct observation)*	Materials are general and not always appropriate to the needs of the learner. Significant amounts of instructional time are lost due to weak transitions between activities. Little evidence that students know and/or follow routines.	Materials are generally appropriate. Some loss of instructional time is evident due to weak transitions between activities. Some evidence that students know and/or follow routines. Pacing is uneven.	Materials and supplies are well organized and are appropriate for students or staff. Instructional time is used efficiently and transitions are smooth. Students know and/or follow routines. Non-instructional duties are done with little loss of instructional time. Pacing of the lesson is appropriate	Materials are ready, appropriate and include additional resources and multiple ways to access material. Instructional time is maximized. Students have been involved in establishing routines. Students are engaged with learning while itinerant attends to non-instructional duties. Pacing is appropriate.
Criteria	Transitions disorganized No procedures in place for handling instructional materials Materials are inappropriate for students or content. Considerable time off task due to unclear procedures Lessons do not match length of time of the session.	Time between activities is not utilized Inconsistent procedures in place for handling instructional materials Some materials are inappropriate for student or task Some time off task due to unclear procedures Lesson generally runs the same length of time as the session	Transitions do not interrupt instruction Instructional time is well utilized due to clear procedures/routines Itinerant multi-tasks to keep student engaged in order to complete student related, non-instructional duties. (notes to home, data collection, equipment check.)	Consistently links student interests to lessons Transitions are smooth and utilized for additional learning Procedures in place for handling instructional materials have been developed with student input Materials are appropriate or organized Instructional time is highly efficient due to clear procedures developed by student and itinerant teacher
Examples	Student waits for itinerant teacher to find materials during instruction Lesson ends early or doesn't get finished Activities are not linked together Student folder does not contain necessary items	Materials selected for student are not individualized Transitions are characterized by off-topic discussions/activities Materials are somewhat accessible Organized folders for some students	Moving from one activity to another is smooth Materials have been prepared and are ready to use Activities change throughout the lesson Student folders well organized and complete	Multiple ways to instruct – use of cell phone, laptop, school-safe technology tools Materials are sequentially organized Time between activities is used for informal assessment, re-checking comprehension or extending instruction Student folders well organized and complete

	DOMAIN TWO: THE ENVIRONMENT			
	Levels of Performance			
Component 2D	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Managing Student Behavior **Performance** *(Evaluated via direct observation)*	No standards for conduct appear to have been established and/or students challenge established standards. Itinerant teacher does not respond to misbehavior and/or responses are disrespectful or inappropriate.	Standards for conduct appear to be established and itinerant is generally aware of student behavior. Attempts to respond to student misbehavior have uneven results.	Standards of conduct are clear to students and itinerant is alert to student behavior at all times. Response to misbehavior is respectful and appropriate behavior is positively reinforced.	Standards of conduct are clear and appear to have been developed with student participation and include behavior plans from students' classrooms. Behavior is managed proactively and planned for. Response to misbehavior is sensitive to student needs and is entirely appropriate.
Criteria	Not aware of school policy/plans regarding student behavior Instructional setting has no clear standards for conduct Itinerant teacher does not monitor student behavior	Itinerant is aware of some school policy/plans regarding student behavior Expectations for behavior in the instructional setting are unclear or inconsistent	Incorporates school positive behavior support policies/initiatives into expectation and positive reinforcement to manage behavior Itinerant uses student's personal behavior chart as appropriate, knows skills sequencing and has evidence of planning based on prior skills acquisition and future mastery	Incorporates school and classroom positive behavior support policies/initiatives into expectations
Examples	No response to behavior concerns Yells at student Uses inappropriate language Does not incorporate classroom/school rules or individual behavior plans	Occasionally responds to behavior concerns Inconsistent follow through with rewards or consequences related to student behavior	Student is engaged Consistently responds to behavior concerns Uses a sticker chart for equipment use for each students Taps into RtI or PBIS strategies	Includes and utilizes a classroom behavior chart Immediately responds to behavior concerns Shares behavior data with teaching team

		DOMAIN TWO: THE ENVIRONMENT		
		Levels of Performance		
Component 2E	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Creating a Technology Rich Environment **Performance** *(Evaluated via direct observation)*	Electronic technology is not used during instruction. Itinerant is unaware of resources such as tablet applications, disability-specific assistive technology and is unable to determine how student can better access academic content using technology.	High and low technology use is limited during instruction. Some technology is used to reinforce or reward behavior but not as an instructional tool.	Assistive and electronic technologies are integrated into instruction. Itinerant uses tools to provide ways for students to access information and to learn and practice new skills.	Technology is integrated into instruction. Itinerant uses multiple tools to provide ways for students to access instruction and to learn and practice new skills
Criteria	Technology not used even if available to enhance lesson No process to determine if disability-specific technology (CCTV, FM system, IPAD etc.) would be of help to student	Technology is inconsistently utilized to enhance instruction Attempts to integrate technology are basic Itinerant does not consider technology beyond what is offered by school, CASE or parent	Appropriate accommodations Technology is incorporated throughout lesson activities Itinerant attends workshops or other learning opportunities and uses new skills to enhance instruction	Itinerant teaches student's team about technology and has plans to incorporate its use throughout the school day Instruction is focused not just on access of technology but independence of use by students
Examples	Technology (such as IPAD) that is available is not used for instruction Itinerant unaware of resources to learn about technology Itinerant does not feel comfortable with technology and does not make an attempt to use it with students	Student picks a game to play that does not reinforce an academic skill Itinerant does not question team about what can be done with technology to improve access to curriculum	Students have multiple tools to learn material Itinerant uses resources to learn about technology that the team recommends Selected materials and applications enhance learning	Concept is taught using a variety of tools – CD, DVD, IPAD, direct instruction, etc. Students can apply knowledge of technology outside of school

DOMAIN THREE: DELIVERY OF SERVICE

		Levels of Performance		
Component 3A	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Communicating with Students **Performance** *(Evaluated via direct observation)*	Itinerant does not state or post the objective of the session. Itinerant does not explain procedures and directions clearly. Language and vocabulary are consistently unclear, incorrect and inappropriate to the age and interest of the student.	Itinerant inconsistently states or posts the objective of the session. Itinerant's explanations of procedures and directions are unclear. Language and vocabulary are often incorrect and inappropriate to the age and interest of the student.	Itinerant states or posts the objective of the session. Itinerant explains procedures and directions clearly. Language and vocabulary are clear, correct and appropriate to the age and interest of the student.	Itinerant states or posts the objective of the session. Itinerant explains procedures and directions clearly. Language and vocabulary are clear, correct and appropriate to the age and interest of the student and student is able to communicate expectation of task/ goal
Criteria	The objective of the lesson is not posted and does not show a relationship to the student's IEP. Explanations are unclear or absent during the lesson. Communications include errors of vocabulary or usage. Vocabulary is inappropriate to the age or culture of the students.	The objective of the lesson is unclear or not posted. Explanation of lesson is vague and non-specific Explanation of the content consists of a monologue or is purely procedural, with minimal participation by student. Vocabulary is too advanced or too juvenile for the student. There is little connection to background knowledge or previous lessons.	Clearly states the objective of the session. Explanation of content Itinerant links session to previous lessons and knowledge	Uses goals to drive the objectives of the lesson which are posted in the session. Explanation of content is clear and invites student participation and thinking Students verbalize or demonstrate understanding of objectives and directions Itinerant links session to previous lessons and knowledge Uses rich language, offering brief vocabulary lessons where appropriate.
Examples	No goal for the lesson is shared Teacher begins the lesson without giving the student directions. Itinerant makes a serious content error that will affect student's understanding of lesson	Itinerant talks much more than student No opportunity for student input. Student appears confused.	An objective is clearly presented to the student. Student verbalizes or demonstrates understanding of the procedures.	Communication with students is varied. Student assists Itinerant in clarifying learning goals

	DOMAIN THREE: DELIVERY OF SERVICE			
	Levels of Performance			
Component 3B	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Lesson Content

Performance

(Evaluated via direct observation) | No connection between lesson and IEP goals. The content of the lesson is not appropriate for the student. There is no connection between the lesson and the classroom or grade level materials. | Explicit connection between IEP goals and lesson content is not present. Lesson content may be appropriate for the student's disability. The connection between the lesson and grade level content is unclear. | Content of lesson reflects stated objectives. Lesson will assist student to meet IEP benchmarks and goals. Lesson content is related to student's disability and is appropriate for student's age and the learning objective. The lesson is tied to grade level content. | Lesson meets its own objective and is related to IEP goals/benchmarks. Clear relationship between lesson and content standards throughout instruction. Lesson reflects current practice and is related to student's disability. Classroom and school wide initiatives, themes or activities are included. |
| **Criteria** | Lesson stands alone – is out of context of student's IEP

No connections to classroom or grade level learning | Connections between lesson and IEP benchmarks is unclear

Weak connection between lesson and grade level material

Lesson is generally appropriate for student's disability | Materials and resources support the learning goals

Content is appropriate for student's age, learning objective and disability | Data on IEP goals can be gathered based on lesson taught

Knowledge of what student is expected to do in classroom |
| **Examples** | Itinerant is unable to articulate a goal for the lesson

The lesson is unrelated to the student's disability

Unaware of what student is learning in classroom | Itinerant is able to articulate goal for the lesson but not how it is related to IEP goals

Unable to connect lesson to what student is learning in the classroom | Lesson demonstrates remediation or acquisition of a specific skill related to student's disability

Lesson topic, materials or theme is related to student's classroom activity | Itinerant verbalizes connections between lessons and skills

Uses vocabulary or materials from classroom for instruction

Connects lesson to classroom |

	DOMAIN THREE: DELIVERY OF SERVICE			
	Levels of Performance			
Component 3C	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Instructional Design/Student Engagement **Performance** *(Evaluated via direct observation)*	Only one type of instructional strategy is used. Activities are inappropriate for students' age, background, disability or IEP goals. The lesson does not have a structure. Itinerant does not check for understanding.	The lesson relies heavily on one type of instructional strategy or activity. Activities are generally appropriate for the students' age, background, disability or IEP goals. The lesson has a recognizable structure. Questions are used to check for understanding.	The Itinerant engages students in learning by using a variety of instructional strategies. Multiple ways to access content are provided. Activities are appropriate for students' age, background, disability. The lesson has a clearly defined structure that includes goal setting and closure. Questions promote thinking and understanding of content.	A variety of instructional strategies that incorporate student interests are used. Activities are appropriate for students' age, background, disability and consider student's culture and interests. The lesson has a clearly defined structure that includes goal setting, closure and reflection. Questions challenge students to engage in metacognition and high level thinking.
Criteria	Activities are not specific to the student's needs. Lesson is not organized nor sequential Student involvement is low	Student does not have the opportunity to ask questions or make choices Insufficient time or student to practice skills	Lesson provides the student adequate time to practice skills Student has opportunity to make choices, ask questions and explain responses Itinerant builds upon student responses to questions Questions follow Bloom's Taxonomy	Students contribute ideas for modifying and/or extending the lesson/materials Materials and resources extend student learning and are tied to student interests.
Examples	Little to no student participation Materials and resources are not ready and not related to lesson The itinerant does not ask questions during the session	One to two instructional activities are completed during the lesson The lesson has an opening and goals are set for the activity Some questions are asked to see if student understands	Varied activities throughout the lesson High level/open ended questions Connects relevance of lessons to previous understanding	Student can demonstrate an understanding of the application of the lesson to their needs Student reflection is a thorough and ongoing part of the lesson Students contribute to their learning through asking questions.

	DOMAIN THREE: DELIVERY OF SERVICE			
	Levels of Performance			
Component 3D	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Using Assessment in Instruction **Performance** *(Evaluated via direct observation)*	Assessment is not used during the lesson to monitor progress as evidence of student learning. Little to no feedback is given to the student. Student is not involved in any assessment.	Assessment is used inconsistently during the lesson to monitor progress as evidence of student learning. Feedback is unspecific and untimely. Student is unaware of assessment criteria.	Assessment is used regularly by the itinerant during the lesson to monitor progress as evidence of student learning and to guide future instruction. Feedback is accurate and timely and advances learning. Students have opportunities to self-assess.	A variety of assessments are used that are fully integrated into lesson to monitor progress as evidence of student learning and to guide future instruction. Feedback is timely, consistent and extends learning. Student is aware of assessment criteria and itinerant teacher successfully differentiates instruction to address individual student misunderstandings.
Criteria	No assessment is done throughout the lesson. Makes no effort to determine whether the student understands the lesson. Does not ask the student to evaluate his/her work No feedback is given throughout the lesson.	Assessment is integrated into instruction inconsistently Some checks for understanding/uses assessment to monitor student progress Feedback to students is not specific or constructive. Little evidence that the student understands how his/her work will be evaluated	Feedback includes suggestions for future improvement Itinerant adjusts instruction to address individual student misunderstandings Frequent checks for understanding using appropriately leveled questions. Itinerant uses a variety of formative and summative assessments. Teacher includes student in assessment.	Student participates in assessment Frequent checks for understanding using appropriately leveled questions. Itinerant differentiates throughout the lesson based on the assessments. Student self-assesses.
Examples	No assessment of students is given throughout instruction No feedback No checks for understanding	Feedback does not guide the student to better understanding Few checks for understanding	Assessment is evident throughout instruction Feedback is specific Frequent checks for understanding. Data reviewed with student at end.	Feedback is a two way conversation Students self-assess Goal data is presented on charts, graphs or other visuals

DOMAIN THREE: DELIVERY OF SERVICE				
	Levels of Performance			
Component 3E	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Demonstrating Flexibility and Responsiveness **Performance** *(Evaluated via direct observation)*	No revisions or adjustments are made throughout instruction. Flexibility is not exercised in setting priorities and effectively utilizing additional time or addressing unexpected tasks. Itinerant is not responsive to student instructional needs and ignores questions.	Modest revisions and adjustments are made throughout instruction. Flexibility is inconsistent when setting priorities and itinerant has difficulty effectively utilizing additional time or addressing unexpected tasks. Itinerant teacher attempts to be responsive to student instructional needs, but is only partially successful in promoting intellectual engagement.	Revisions and adjustments are made throughout instruction. Flexibility is exercised in setting priorities and effectively utilizing additional time or addressing unexpected tasks. Itinerant is responsive to student instructional needs.	Itinerant consistently makes revisions and adjustments seeking ways to improve instruction Itinerant teacher prioritizes and effectively utilizes additional time for addressing unexpected tasks. Itinerant and promotes intellectual engagement.
Criteria	Does not address and/or incorporate student interests or needs into learning Does not persist in assisting students having difficulty learning Itinerant teacher handles changes and requests in an unprofessional manner and is not has difficulty completing a lesion without the loss of time.	Inconsistently addresses student questions fully. Itinerant teacher handles changes and requests hesitantly and is inconsistently able to complete a lesson with little difficulty or loss of time.	Consistently addresses student questions Itinerant handles changes and requests in a professional manner and is able to complete a lesson with little difficulty or loss of time. Requests for help from team members of the student.	Consistently incorporates student's needs/interests into the lesson. Itinerant handles requests in a very professional manner and effectively utilizes additional time to extend learning. Consistently utilizes resources and collaborates with team members of the student.
Examples	Itinerant teacher is upset and frustrated with schedule/location changes and is not able to complete a lesson	Itinerant teacher is frustrated with changes in schedule/location but is able to complete a partial lesson	Itinerant teacher consistently checks the functioning of equipment Itinerant teacher handles schedule/location changes in a professional manner and is able to complete a lesson	Itinerant teacher takes all changes in stride and seeks opportunity for implementing a lesson that matches new time or place Itinerant teacher and student collaborate to find additional resources when existing resources are insufficient Itinerant teacher goes out of the way to address equipment issues

	DOMAIN FOUR: PROFESSIONAL RESONSIBILITIES			
	Levels of Performance			
Component 4A	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Reflecting on Practice **Performance** *(Evaluated via post-observation interview, and discussion)*	Unable to determine whether a lesson was effective or achieved instructional outcomes and/or profoundly misjudges the success of a lesson. Offers no suggestions for how a lesson could be improved.	A generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met is evident. General suggestions are made about how a lesson could be improved.	Accurate reflection on practice and additions or adjustments in instruction and staff support are made. Reflections include specific references to the lesson to determine effectiveness. Specific suggestions about what to try next time are generated.	Reflects consistently on practice and adds to or adjusts instruction and staff support. Reflections include specific examples from the lesson to determine effectiveness. Alternative actions and probable success of different courses of action are evaluated. Implements alternative plans consistently.
Criteria	Does not understand whether a lesson was effective or achieved instructional outcomes Profoundly misjudges the success of a lesson.	All information is generally accurate – feels lesson went well but can't identify specific skills that were developed or enhanced	Ongoing reflection during and after lessons Reflections break down the lesson into specific components and each component is analyzed Suggestions are specific to student and skill areas that are being worked on	Reflections consider itinerant instruction and all over supports that students receive Possible alternatives for instruction are evaluated based on all other supports student receives
Examples	No suggestions for improving a lesson No data collection to indicate the success or lack of success for each lesson	Reports that lesson went well or didn't go so well but not specific about issues Suggestions for improvement are general and not specific to skill or to student need	Data collection, charting, and progress notes Notes to self about what to try next time	Thoroughly familiar with skills that are being taught to students in classroom or in other related services areas

		DOMAIN FOUR: PROFESSIONAL PRATICE		
		Levels of Performance		
Component 4B	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Maintaining Accurate Records **Performance** *(Evaluated via post-observation interview, and discussion)*	Unprepared for meetings. Reports are general and not always complete and/or accurate. Service minutes are not up to date.	Reports are generally accurate regarding student progress. Itinerant teacher attends meetings, but is often unprepared. Service minutes are generally up to date, but may only be partially accurate or are late.	Itinerant teacher prepares for meetings. IEP Present Levels and goal updates are data driven. Reports accurately convey student current profile. C.A.S.E. required records are accurate.	Preparation for meetings includes extensive evidence from a variety of sources and stakeholders. Reports are thorough and specific, providing extensive data on student progress. Service minutes are accurate. Students contribute information and/or participate in maintaining/tracking records.
Criteria	Deadlines frequently are not met and reminders are often needed. Student records are in disarray resulting in errors and confusion. No system for maintaining information on student progress Service minutes are rarely accurate or updated.	Student records may be incomplete Deadlines are inconsistently met Frequently attends meetings with minimal information on student progress	Service minutes, computer sheets, IIMC requests, student drops and additions are accurate and up to date.	Information is shared with student allowing student to reflect on strengths and weaknesses Students contribute to tracking progress and/or maintaining records Implements and proactively shares extensive record-keeping systems for tracking student progress Multiple systems/reports for tracking student progress
Examples	Frequent calls from schools asking if itinerant teacher can complete paperwork and provide reports	Reports do not include specific data or evidence of assessment Service minutes are accurate Folders are not appropriately purged	Surveys of staff, assessment of students, written reports. Process for record keeping is efficient and effective Student records (student folder) are in order, accurate, complete and readily available. Attend meetings Medical reports updated	E-mails from staff that in-service accommodations are being used/implemented Makes additional efforts to track down new/current audios

	DOMAIN FOUR: PROFESSIONAL PRACTICE			
	Levels of Performance			
Component 4C	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Communicating with Families **Performance** *(Evaluated via post-observation interview, and discussion)*	Communication with families is sporadic or culturally inappropriate. Unfamiliar with resources to share with families.	Sporadic attempts are made to communicate with families about the instructional program and student progress. Communications are one-way and are not always appropriate to the cultural norms of the family.	Itinerant appropriately communicates with families about the instructional program and individual student progress. Relevant resources are shared with families. Itinerant is sensitive to family culture.	Two-way communication with families occurs regularly and includes students' contribution. Resources for families are sought out and shared. Itinerant educates his/herself on family culture and background.
Criteria	Does not respond or responds insensitively to family concerns Makes no attempt to engage families or such efforts are inappropriate	Inconsistent in responding to the family Infrequent or incomplete information is sent home by itinerant teacher Communication may be inaccessible because of the language of the family	Available as needed to respond to family concerns Seeks parent input about the student Share information about workshops, social events, financial assistance, camps, scholarships, adult agencies, housing, transportation, colleges, perks, PACE, resources.	Assignments and activities include a family participation component Itinerant connects families with resources specific to student Communication with families is systematized.
Examples	Meets family once per year No consideration of second language needs	Everything is provided in one language No evidence that family is a part of the planning process IEP updates are the only communication	Regular emails/contact regarding student progress/resources Translating letters/information to parents Telephone calls/texts Effort made to learn about cultural heritage is evident	Newsletter Website or resource list E-mails or communications from parent Student has a role in communication Workshops/classes or other professional development to learn about different cultures Parent/staff surveys asking for feedback Parent notes/emails/cards

	DOMAIN FOUR: PROFESSIONAL PRACTICE			
	Levels of Performance			
Component 4D	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Participating in a Professional Community/Staff Communication **Performance** *(Evaluated via post-observation interview, and discussion)*	Itinerant is unable and/or unwilling to work with colleagues and school teams. Does not consult or collaborate with student's team. Staff training does not occur. Does not respond to requests for assistance from school teams.	Itinerant will find out information at the request of colleagues and school teams. Consults/collaborates with student's team upon request. Staff training is general. Response and availability to school team is uneven.	Itinerant shares knowledge and resources with colleagues and school teams. Regularly consults/collaborates with student's team. Trains staff and provides them information about student and equipment. Response and availability to school team is timely and helpful.	Colleagues and school teams seek out itinerant for professional advice and suggestions. Itinerant is considered a vital member of the student's planning team. Trains staff about students, equipment and what to do in unexpected situations. Response and availability is immediate, reliable and helpful.
Criteria	Purposely avoids becoming involved in projects Relationships with colleagues are negative or self-serving	Participates in projects when specifically asked.	Itinerant collaborates with outside agencies and specialists. Itinerant contributes to linkage meetings Promptly communicates information to stakeholders as needed Explanation of student information and technology is 'teacher friendly' and understandable	Contribution of itinerant teacher is valued by team members Itinerant finds answers and information independently and shares with team Itinerant is responsive and sensitive to the needs of the student's team
Examples	Absent from meetings Unwilling to use colleagues for assistance	Listens to colleagues but does not implement their suggestions Inconsistent	Requests copies of medical reports Notes Speaks at meetings Meeting evidence – notes, sign in sheet, etc. Investigates and suggests guest speakers for linkage meetings Teacher is aware of district/RCCSEC/State guidelines and follows those guidelines in planning and communication with staff/parents.	Collects data after implementing suggestions from colleagues Sought out for information and/or assistance by staff members Volunteers for additional non-instructional duties Puts together presentations for linkage meetings Student writes/conducts in-service or attends it Gears in-service for specific team

| | | | | members and areas of expertise |
| | | | | In-service is completed before school starts for the students |

		DOMAIN FOUR: PROFESSIONAL PRACTICE		
		Levels of Performance		
Component 4E	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Growing and Developing Professionally **Performance** *(Evaluated via post-observation interview, and discussion)*	Itinerant teacher does not work with colleagues to improve and/or enhance practice. Unaware of conferences or relevant workshops. Dos not respond to feedback from colleagues or supervisor.	Itinerant teacher participates actively in assisting and working with colleagues to enhance practice. Requests to attend conferences or workshops. Does not respond to feedback from colleagues or supervisor.	Itinerant teacher participates actively in assisting and working with colleagues to enhance practice and contribute to the profession. Shares information with teams. Requests to attend conferences or workshops, shares and applies learned information. Professionally responds to feedback from colleagues and supervisors in a professional manner.	Itinerant teacher participates actively in assisting and working with colleagues to enhance practice and contribute to the profession. Conducts action research and shares information with teams. Requests to attend conferences or workshops, shares and applies learned information. Seeks out feedback from colleagues and supervisors.
Criteria	Doesn't attend classes, conferences or workshops Doesn't seek help or guidance Resistant to feedback on practice	Attends professional development when required Does not incorporate new strategies/feedback into practice	Shares at team and linkage meetings Subscribes to professional newsletters and organizations Shares information from professional organizations	Independently creates own growth opportunities that are tied to student growth Willing to try alternative ways to get students to grow Frequently seeks out resources to improve practice Seeks feedback
Examples	Doesn't ask peers Allows certification to lapse No in-service	Doesn't contribute or share information with team or at linkage meetings	Attends professional conferences/workshops Meets with teams and peers Maintains professional certificate Seeks out new resources Willing to try a new idea or technology and reflects on its success Participates in webinars	Presents at conferences Attendances conferences outside area of expertise for needs of students Takes courses to increase knowledge Reflects on activities with other team members and itinerants Surveys student team members on effectiveness of services

	DOMAIN FOUR: PROFESSIONAL PRACTICE			
	Levels of Performance			
Component 4F	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Showing Professionalism **Performance** *(Evaluated via post-observation interview, and discussion)*	Itinerant does not display high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and public. Unfamiliar with RCCSEC and district regulations and practice. Itinerant does not represent him/herself in a professional manner. Deadlines are not met.	Itinerant displays standards of honesty, integrity, and confidentiality in interactions with colleagues, students and public. Somewhat knowledgeable about RCCSEC and district regulations and practice. Itinerant represents him/herself in a professional manner. Deadlines require frequent reminders.	Itinerant displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and public. Respectful and knowledgeable about RCCSEC and district regulations and practice. Itinerant represents him/herself in a professional manner. Deadlines are met with minimal oversight.	Itinerant displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and public. Respectful and knowledgeable about RCCSEC and district regulations and practice. Itinerant represents him/herself in a professional manner. Deadlines are met independently and on time.
Criteria	Decisions are questionable Itinerant teacher is dishonest Service logs are not completed on time	Lacks understanding that schools have different processes in writing IEPs Informs schools at the last minutes of planned schedule changes	Schools are informed of changes/conflicts On time to meetings Responds to requests in a timely manner (registrations for workshops, projections, caseload updates) Understands the protocols in districts served Has a backup plan if materials are an issue so that students can access instruction	Records are up to date and completed independently. Equipment and materials for students are anticipated and ordered Itinerant is proactive and assumes a leadership role in ensuring highest standards. Confidentiality is a priority
Examples	Equipment arrives after school year has started Unaware of IEP process in districts Calls from school or teachers are received at CIS indicating that communication about absences or schedule changes did not occur	Student instruction is disrupted due to lack of equipment or training	Emails School sign in sheets School feedback IEPs FM logs/Equipment checklists Awareness of field trips and other planned activities at the school	Emails Informs school sites of scheduling conflicts and changes Appropriate attire IEPs are turned in to RCCSEC in a timely manner

Appendix B
Vision Itinerant Rubric

Adopted by the RCCSEC Board
November 10 , 2016

	DOMAIN ONE: PLANNING AND PREPARATION			
	Levels of Performance			
Component 1A	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Demonstrating Knowledge of Content and Pedagogy **Performance** *(Evaluated via pre-observation interview, and discussion)*	Planning incorporates little to no knowledge of grade/age level curriculum and development, discipline specific content, and best practice to develop appropriate instruction. Plans include ineffective strategies and limited knowledge of low-incidence disability needs.	Planning incorporates some knowledge of grade/age level curriculum and development, discipline specific content, and best practice to develop appropriate instruction. Plans include a few effective strategies and incomplete knowledge of low-incidence disability needs.	Planning incorporates knowledge of grade/age level curriculum and development, discipline specific content, and best practice to develop appropriate instruction. Plans include effective strategies and knowledge of low-incidence disability needs.	Planning incorporates in-depth knowledge of grade/age level curriculum and development, discipline specific content, and best practice to develop appropriate instruction. Plans include many effective strategies and demonstrate thorough knowledge of low-incidence disability needs.
Criteria	Cannot identify where other students of same age/grade are functioning Unaware of student deficits related to disability Cannot rationalize why the instructional strategy was chosen Unfamiliar with skills sequencing and has little to no evidence of planning based on prior skills acquisition	Identifies some areas where other students of same age/grade are functioning Somewhat aware of student deficits related to disability Sometimes rationalizes why one instructional strategy was chosen over another Knows some skills sequencing and has some evidence of planning based on prior skills acquisition	Can identify where other students of same age/grade are functioning so the itinerant is aware of student deficits related to disability Can rationalize why one instructional strategy was chosen over another Knows skills sequencing and has evidence of planning based on prior skills acquisition and future mastery	Identifies where other students of same age/grade are functioning -aware of student deficits related to disability Rationalizes why one instructional strategy was chosen over another Sequences skills in a variety of areas and plans on prior skills acquisition and future mastery Student shows knowledge of own needs
Examples	Does not ask questions or seek information Does not pick up/fix equipment Limited knowledge of medical conditions Does not equip students with technology and does not perform maintenance checks	Finds information when supported Needs multiple repetition of the same information for moderate mastery Can interpret/articulate only basic information from ocular reports	Prepares in-services for staff on students and vision loss – includes interpretation of ocular report Knowledge of resources, new technology, and trends in the field of visual impairment Puts plans in place for equipment	Assists students in preparation of in-services when appropriate Prepares lessons related to grade level expectations/ assessments/units of instruction Prepares classroom teacher to monitor student use of equipment

			use and care	Provides information to team related to student's specific type/degree etc. of vision loss and appropriate expectations in the classroom and its impact on accessing instruction
	Cannot articulate relevant information related to vision impairment

Incorrectly interprets ocular information | Can equip students with technology with assistance

Slow to respond to equipment issues | Proficiency in using of equipment and technology specific to visual impairments | |
| | | | | Provides in service to team members, other vision itinerants on equipment/technology related to visual impairments |

	DOMAIN ONE: PLANNING AND PREPARATION			
	Levels of Performance			
Component 1B	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Demonstrating Knowledge of Students **Performance** *(Evaluated via pre-observation interview, and discussion)*	Plans demonstrate little to no understanding of the learning process and the impact of the child's impairment. Planning does not incorporate personal interests, personality, family and culture of students. Little knowledge of student communication skills and developmental level is reflected in planning of instruction	Plans demonstrate basic understanding of the learning process and the impact of the child's impairment. Planning does not often incorporate personal interests, personality, family and culture of students. Basic knowledge of student communication skills and developmental level is reflected in planning of instruction	Plans demonstrate clear understanding of the learning process and the impact of the child's impairment. Planning incorporates personal interests, personality, family and culture of students. Knowledge of student communication skills and developmental level is reflected in planning of instruction	Plans demonstrate in-depth understanding of the learning process and the impact of the child's impairment. Planning incorporates personal interests, personality, family and culture of students in a variety of ways. Knowledge of student communication skills and developmental level is reflected in planning of instruction Student participation in planning is evident
Criteria	Plans are inappropriate for developmental levels Unfamiliar with students' additional disabilities or impact Unfamiliar with family background/culture Itinerant knowledge of student is not incorporated into plans Little to no understanding of impact of medical condition	Some plans are appropriate for developmental levels Knowledgeable about some students' additional disabilities Familiar with some students' family background/culture Itinerant knowledge of student is sometimes incorporated into plans Some understanding of impact of medical condition	Plans are appropriate for developmental levels Knowledgeable about students' additional disabilities Familiar with family background/culture Itinerant knowledge of student is incorporated into plans Clear understanding of impact of medical condition	Plans are specific to developmental levels, interests and IEP goals Plans reflect knowledge of students' additional disabilities Knowledge of family background/ culture is evident in planning Clear understanding of impact of medical condition Student's demonstrates knowledge of self and participates in planning
Examples	Plans lack awareness of disability and skill Does not seek information related to student's language or academic levels, classroom functioning	Can identify personal interests of few students on caseload Cannot identify impact of vision loss on other areas of development	Accommodation page is specific to the disability and developmental level of the student In-service materials reflect the specific needs of the student	Appropriate checklists are developed for specific skills or specific students Identifies impact of disability versus age typicality

Uses Incorrect instructional level materials– too low or too high	Cannot identify the impact of vision loss on social and communication areas	IEP Goals related to students' needs	Uses curricular or student interest materials to plan goal activities
Cannot describe relationship of vision loss to social/academic behaviors	Can articulate students' current visual acuity but does not incorporate into instructional plan	Lesson plans reflect cultural awareness and student interests Emails demonstrate knowledge and interest about students	Monitor current grades, district benchmarks, MAP scores or other indicators of academic achievement

Component 1C	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
		DOMAIN ONE: PLANNING AND PREPARATION		
		Levels of Performance		
Setting Instructional Outcomes **Performance** *(Evaluated via pre-observation interview, and discussion)*	IEP goals are not individualized or aligned with academic or functional needs. Alignment to academic standards is unclear or non-existent. Itinerant lesson plans do not connect learning outcomes to IEP.	IEP goals are individualized for some students and are partially aligned to students' current levels. Weak alignment to appropriate academic standards. Some lesson plans include IEP goals.	IEP goals are individualized, measureable and related to student needs and appropriate academic standards. These goals are evident/present in teacher's plans and incorporated into the lesson.	IEP goals are measureable, individualized and are structured to increase student independence. IEP goals are based on student present level of performance and tied to appropriate academic standards. Plans reflect high learning expectations including having learners apply the learned skill.
Criteria	Goals are not specifically related to student present level of performance Common Core Standards or other learning objectives are missing from IEP goals. Lesson plans do not reference IEP goals.	Goals are not consistently related to student present level of performance Common Core Standards or other learning objectives are present on IEP but not actively addressed in lesson plans	Goals target student's area of need Goals are differentiated based on developmental/curricular levels of individual student Assessments for measuring goals are clear Lesson plans link to IEP goal and benchmarks	IEP goals meet specific student learning styles and needs How goals will be achieved is clear through benchmarks and measuring instrument Goals scaffold skills to promote student independence
Examples	Itinerant is unable to identify the IEP goal(s) are being addressed in a lesson Itinerant is unable to connect lesson to a learning standard Itinerant lacks data to show relationship between student performance and IEP goals	Itinerant is unclear about relationship between current level of performance and IEP goal	Goals are specific to student's area of disability Lessons include goals, objectives or area of need Goals and benchmarks are specific to the developmental need of the student	Itinerant is aware of all current IEP goals for their student and incorporates them when appropriate into their lessons Itinerant aligns goals with educational and family needs Analyze and interprets information to make recommendations regarding individual vision needs

	DOMAIN ONE: PLANNING AND PREPARATION			
	Levels of Performance			
Component 1D	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Demonstrating Knowledge of Resources **Performance** *(Evaluated via pre-observation interview, and discussion)*	Not knowledgeable about CASE resources. Unaware of external resources.	Knowledgeable about resources within RCCSEC. Aware of external resources Incorporates knowledge into plans for students.	Knowledgeable about resources both within and beyond CASE and their districts. Researches external resources and incorporates knowledge into instructional plans and communications with school teams and families.	Knowledgeable about resources both within and beyond RCCSEC and their districts. Researches external resources and incorporates knowledge into instructional plans and communications with school teams and families. Student is knowledgeable about resources.
Criteria	No knowledge/application of resources for families Little to no knowledge of state and federal guidelines No knowledge of district policies	Familiar with a few resources or resources in a few areas Inconsistently incorporates resources into instructional plans Limited knowledge of district, state and federal guidelines Inconsistently or infrequently shares resources with stakeholders	Itinerant accesses resources for medical information, data collection, assessment, lesson planning, materials, equipment, district, state and federal guidelines, financial assistance and community resources. Incorporates resources into instructional plans Shares information with families, colleagues, school staff Knowledgeable about state, federal and school district IEP policies	Itinerant collects, organizes and shares resources for medical information, data collection, assessment, lesson planning, materials, equipment, district, state and federal guidelines, financial assistance and community resources. Develops innovative systems for communicating information about resources to stakeholders
Examples	Information provided to team and family is incorrect Unexcused absences on professional development days Unwilling to put forth an effort to investigate resources for families or staff	Provides inaccurate information Unaware of resources outside of RCCSEC.	Works with families and schools to get equipment and resources for students Demonstrates knowledge of district, state and federal regulations and guidelines Demonstrates knowledge of organizations, vendors, scholarships, etc. that provide services and	Proactively develops and shares materials for families/stakeholders with access to local, state, national or online resources As appropriate, students or other team members, download books, troubleshoot equipment issues, etc. Use and share appropriate resources

	Outdated or irrelevant information		benefits for people with visual impairments.	specific to vison needs

	DOMAIN ONE: PLANNING AND PREPARATION			
	Levels of Performance			
Component 1E	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Designing Coherent Instruction **Performance** *(Evaluated via pre-observation interview, and discussion)*	Limited or no knowledge of learners' needs and design of instructional activities is not based on student's IEP goals. Learning activities and plans or lessons do not target a particular skill.	Knowledge of learners' needs and the content is inconsistently applied in the design of instructional activities that are based on student's IEP goals. Some learning activities are sequential and plans or lessons teach a particular skill.	Knowledge of learners' needs and the content is evident through the design of instructional activities based on student's IEP goals. Learning activities are sequential and there are a variety of well-developed plans or lessons to teach a particular skill.	Knowledge of learners' needs and the content is evident through the design of instructional activities based on student's IEP goals. Learning activities are sequential and there are a variety of well-developed plans or lessons to teach a particular skill. Student identifies related activities to address IEP goals
Criteria	Lesson plans do not reflect knowledge of learning goals and students Does not plan strategies to use Lessons are unorganized Lessons are not sequential	Lesson plans reflect basic knowledge of learning goals and students Plans to uses a few strategies Lessons are loosely organized Lessons are too high/low for student	Lesson plans reflect knowledge of learning goals and students Plans to use several strategies Lessons are well sequenced, scaffolded and organized	Lesson plans reflect in-depth knowledge of learning goals and students Consistently plans to use several strategies Lessons are well sequenced, scaffolded and organized Students participate in identifying learning goals and planning
Examples	Lesson doesn't match the IEP Goals Accommodations are not in place Lesson is not geared toward student needs	Lessons are redundant or lacking coherence Only some accommodations are in place	Lessons geared towards student's curriculum and IEP Lessons are well organized and planned Lessons are differentiated and	Student can generalize lesson goals to curriculum Decisions are based on multiple avenues of available data (teacher reports, class observations, criterion

			consist of varied activities	referenced checklists and forms)
	Lessons are disconnected from each other Objectives are not connected to assessment No scaffolding of instruction		Collaborates with team members regarding students instructional goals	Lesson activities individualized to fully engage students in learning

	DOMAIN ONE: PLANNING AND PREPARATION			
	Levels of Performance			
Component 1F	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Demonstrating Knowledge of Technology **Performance** *(Evaluated via pre-observation interview, and discussion)*	Plans to use of technology are limited and not related to student's specific area of need. Plans for lessons do not include consideration of technology	Plans include available technology and equipment. Consideration of using electronic technology to access instruction is done with prompting. Does not independently seek out additional or innovative resources involving technology.	Plans incorporate general and field specific technology and equipment. Appropriate technology/equipment is selected to support IEP goals and access to educational activities. Itinerant consistently seeks out additional and innovative resources and takes responsibility for learning district-specific software and protocols.	Plans incorporate technology and preparations for malfunctions have been made. Data is used to select the most appropriate technology to support IEP goals and increase educational access and independence. Consistently seeks out new technology/equipment and incorporates knowledge into lessons. Fully knowledgeable of district technology.
Criteria	Use of irrelevant tools/instruction – not tied to student needs No criteria for student learning Student assessments/data not utilized to inform instructional decisions	Uses what is available Does not look for additional or new ways to access instruction Attends trainings or linkage meetings in which technology is presented but does not incorporate its use on own	Proactive in planning for use of technology in classroom Takes advantage of classes/training for new technology, equipment, programs and software	Student/staff can work without technology for short period because itinerant prepared them for this Technology for students is based on a data-driven process Willing to try new/unfamiliar technology after learning about it
Examples	Itinerant is unfamiliar with technology beyond what the student already uses Does not attend trainings related to technology Does not use CASE-provided technology during instruction	Itinerant is knowledgeable about technology that students are using No documentation that other types of technology were considered Programs/apps/ideas shared with itinerant are not used during instruction	Itinerant is familiar with Bookshare, Zoomtext, etc. Plans include checking and troubleshooting of personal equipment and technology Knowledgeable of district-specific policies and programs	Shares information with district/classroom teacher about accommodations related to district technology Process of choosing technology is documented

	DOMAIN TWO: THE ENVIRONMENT			
	Levels of Performance			
Component 2A	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Creating an Environment of Respect and Rapport **Performance** *(Evaluated via direct observation)*	Interactions with staff, students and parents are negative, insensitive or inappropriate. Staff, students and parents appear to be uncomfortable and unfamiliar with expectations. Student interactions with itinerant teacher are disrespectful. Instructional environment does not respect student dignity and/or discourages risk-taking.	Interactions with staff, students and parents are generally appropriate. Learners demonstrate minimal respect for the itinerant Some students are disrespectful to itinerant teacher. Instructional environment may respect the dignity of some students but does not always promote a safe environment for students.	Interactions with staff, students and parents are consistently respectful and positive and collaborative. Learners are respectful and comfortable when working with the itinerant teacher and expectations are known. Instruction provides a safe, supportive environment.	Interactions with staff, students and parents are characterized by two-way collaboration and are respectful and positive. Itinerant teacher interactions reflect genuine concern and respect. Instructional environment is nurturing.
Criteria	No attempt to build report with student, staff and families is made by itinerant	Itinerant teacher's effort to build rapport with students and stakeholders is only partially successful and may not be sensitive to individual's culture or special needs.	Courteous and respectful language used by student and itinerant teacher Itinerant teacher incorporates classroom/school rules into one-on-one instruction Humor is used when appropriate Attempts to build rapport are successful	Turnaround time (getting back to parent or staff once contacted is initiated) is quick and respectful Two-way collaboration between itinerant teacher and school team/parents Learning preferred mode of communication with staff/itinerant teacher
Examples	Not showing up Negative feedback is given Unable to answer school team or family Unwilling to look for answers to questions about student learning	Occasionally disrespectful Little to no positive feedback to student No elaboration on answers asked by school team or parents Unclear explanations about student learning	Establish rapport and trust through positive verbal and non-verbal exchanges Student/staff interactions are respectful, reflecting warmth and caring Student/staff interactions are appropriates to the cultural and developmental differences of each other	Consistently establishes rapport and positive verbal and non – verbal exchanges Student/staff interactions are consistently respectful, reflecting warmth and caring

	DOMAIN TWO: THE ENVIRONMENT			
	Levels of Performance			
Component 2B	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Establishing a Culture for Learning **Performance** *(Evaluated via direct observation)*	The culture during the lesson is characterized by a lack of teacher or student commitment to learning, and/or little to 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. High expectations are reserved for only a few students.	The culture during the lesson characterized by little commitment to learning by the teacher or students. Teacher appears only "going through the motions," and students indicate that they are interested in the completion of the task rather than the quality of work. Teacher conveys that student success is the result of natural ability rather than hard work. High expectations are reserved for those thought to have a natural aptitude for the subject.	The culture during the lesson indicates 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. Interactions support learning and hard work.	The culture during the lesson indicates a cognitive 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 to high quality by initiating improvements, making revisions, adding detail, and/or assisting peers.
Criteria	Itinerant teacher conveys that there is little to no purpose for the work, or that the reasons for doing it are due to external factors. Itinerant teacher conveys that the work is too challenging for them. Students exhibit little or no pride in their work.	Itinerant teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own.	Itinerant teacher communicates the importance of the content and the conviction that with hard work all students can master the material. Itinerant teacher demonstrates a high regard for students' abilities. Itinerant teacher conveys an expectation of high level of student effort. Students expend good effort to complete work of high quality.	The itinerant teacher communicates passion for the subject. The itinerant teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students indicate through their questions and comments a desire to understand the content. Students assist their classmates in understanding the content. Students take initiative in improving the quality of their work.
Examples	Itinerant teacher tells the students that they're doing a lesson because it's in the book or because it's district mandated. "Why don't you try an easier problem"	"Let's get through this." Itinerant teacher does not encourage students who are struggling. Some students get right to work.	"This is important: you'll need this in the future". "This idea is really important! It's central to our understanding of history." Let's work this together; it's hard,	"It's really fun to find the patterns for factoring" Students ask another student to explain the work. Student asks permission to redo a piece of work.

| | Student don't engage in the task at hand. | | but you all will be able to do it well."

Students get to work right away when task is presented. | |

	DOMAIN TWO: THE ENVIRONMENT			
	Levels of Performance			
Component 2C	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Managing Instruction

Performance

(Evaluated via direct observation) | Materials are general and not always appropriate to the needs of the learner.

Significant amounts of instructional time are lost due to weak transitions between activities. Little evidence that students know and/or follow routines. | Materials are generally appropriate. Some loss of instructional time is evident due to weak transitions between activities.

Some evidence that students know and/or follow routines. Pacing is uneven. | Materials and supplies are well organized and are appropriate for students or staff.

Instructional time is used efficiently and transitions are smooth.

Students know and/or follow routines. Non-instructional duties are done with little loss of instructional time. Pacing of the lesson is appropriate | Materials are ready, appropriate and include additional resources and multiple ways to access material.

Instructional time is maximized.

Students have been involved in establishing routines.

Students are engaged with learning while itinerant attends to non-instructional duties.

Pacing is appropriate. |
| **Criteria** | Transitions disorganized

No procedures in place for handling instructional materials

Materials are inappropriate for students or content.

Considerable time off task due to unclear procedures

Lessons do not match length of time of the session. | Time between activities is not utilized

Inconsistent procedures in place for handling instructional materials

Some materials are inappropriate for student or task

Some time off task due to unclear procedures

Lesson generally runs the same length of time as the session | Transitions do not interrupt instruction

Instructional time is well utilized due to clear procedures/routines

Itinerant multi-tasks to keep student engaged in order to complete student related, non-instructional duties. (notes to home, data collection, equipment check.) | Consistently links student interests to lessons

Transitions are smooth and utilized for additional learning

Procedures in place for handling instructional materials have been developed with student input Materials are appropriate or organized

Instructional time is highly efficient due to clear procedures developed by student and itinerant teacher |
| **Examples** | Student waits for itinerant teacher to find materials during instruction

Lesson ends early or doesn't get finished

Activities are not linked together Student folder does not contain necessary items | Materials selected for student are not individualized

Transitions are characterized by off-topic discussions/activities

Materials are somewhat accessible

Organized folders for some students | Moving from one activity to another is smooth

Materials have been prepared and are ready to use

Activities change throughout the lesson as needed | Multiple ways to instruct – use of cell phone, laptop, school-safe technology tools

Materials are sequentially organized

Time between activities is used for informal assessment, re-checking comprehension or extending |

			Student folders well organized and complete	instruction

Component 2D	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
		DOMAIN TWO: THE ENVIRONMENT		
		Levels of Performance		
Managing Student Behavior **Performance** *(Evaluated via direct observation)*	No standards for conduct appear to have been established and/or students challenge established standards. Itinerant teacher does not respond to misbehavior and/or responses are disrespectful or inappropriate.	Standards for conduct appear to be established and itinerant is generally aware of student behavior. Attempts to respond to student misbehavior have uneven results.	Standards of conduct are clear to students and itinerant is alert to student behavior at all times. Response to misbehavior is respectful and appropriate behavior is positively reinforced.	Standards of conduct are clear and appear to have been developed with student participation and include behavior plans from students' classrooms. Behavior is managed proactively and planned for. Response to misbehavior is sensitive to student needs and is entirely appropriate.
Criteria	Not aware of school policy/plans regarding student behavior Instructional setting has no clear standards for conduct Itinerant teacher does not monitor student behavior	Itinerant is aware of some school policy/plans regarding student behavior Expectations for behavior in the instructional setting are unclear or inconsistent	Incorporates school positive behavior support policies/initiatives into expectation and positive reinforcement to manage behavior Itinerant uses student's personal behavior chart as appropriate, knows skills sequencing and has evidence of planning based on prior skills acquisition and future mastery	Incorporates school and classroom positive behavior support policies/initiatives into expectations
Examples	No response to behavior concerns Yells at student Uses inappropriate language Does not incorporate classroom/school rules or individual behavior plans	Occasionally responds to behavior concerns Inconsistent follow through with rewards or consequences related to student behavior	Clear and consistent expectations Monitoring of student behavior Proactive response to behavior Consistent implementation of behavior intervention plans.	Includes and utilizes a classroom behavior chart Immediately responds to behavior concerns Shares behavior data with teaching team

	DOMAIN TWO: THE ENVIRONMENT			
	Levels of Performance			
Component 2E	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Creating a Technology Rich Environment **Performance** *(Evaluated via direct observation)*	Electronic technology is not used during instruction. Itinerant is unaware of resources such as tablet applications, disability-specific assistive technology and is unable to determine how student can better access academic content using technology.	High and low technology use is limited during instruction. Some technology is used to reinforce or reward behavior but not as an instructional tool.	Assistive and electronic technologies are integrated into instruction. Itinerant uses tools to provide ways for students to access information and to learn and practice new skills.	Technology is integrated into instruction. Itinerant uses multiple tools to provide ways for students to access instruction and to learn and practice new skills
Criteria	Technology not used even if available to enhance lesson No process to determine if disability-specific technology (CCTV, FM system, IPAD etc.) would be of help to student	Technology is inconsistently utilized to enhance instruction Attempts to integrate technology are basic Itinerant does not consider technology beyond what is offered by school, CASE or parent	Appropriate accommodations Technology is incorporated throughout lesson activities Itinerant attends workshops or other learning opportunities and uses new skills to enhance instruction	Itinerant teaches student's team about technology and has plans to incorporate its use throughout the school day Instruction is focused not just on access of technology but independence of use by students
Examples	Technology (such as IPAD) that is available is not used for instruction Itinerant unaware of resources to learn about technology Itinerant does not feel comfortable with technology and does not make an attempt to use it with students	Student picks a game to play that does not reinforce an academic skill Itinerant does not question team about what can be done with technology to improve access to curriculum	Students have multiple tools to learn material Itinerant uses resources to learn about technology that the team recommends Selected materials and applications enhance learning	Concept is taught using a variety of tools – CD, DVD, IPAD, direct instruction, etc. Students can apply knowledge of technology outside of school

	DOMAIN THREE: DELIVERY OF SERVICE			
	Levels of Performance			
Component 3A	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Communicating with Students **Performance** *(Evaluated via direct observation)*	Itinerant does not state or post the objective of the session. Itinerant does not explain procedures and directions clearly. Language and vocabulary are consistently unclear, incorrect and inappropriate to the age and interest of the student.	Itinerant inconsistently states or posts the objective of the session. Itinerant's explanations of procedures and directions are unclear. Language and vocabulary are often incorrect and inappropriate to the age and interest of the student.	Itinerant states or posts the objective of the session. Itinerant explains procedures and directions clearly. Language and vocabulary are clear, correct and appropriate to the age and interest of the student.	Itinerant states or posts the objective of the session. Itinerant explains procedures and directions clearly. Language and vocabulary are clear, correct and appropriate to the age and interest of the student and student is able to communicate expectation of task/ goal
Criteria	The objective of the lesson is not posted and does not show a relationship to the student's IEP. Explanations are unclear or absent during the lesson. Communications include errors of vocabulary or usage. Vocabulary is inappropriate to the age or culture of the students.	The objective of the lesson is unclear or not posted. Explanation of lesson is vague and non-specific Explanation of the content consists of a monologue or is purely procedural, with minimal participation by student. Vocabulary is too advanced or too juvenile for the student. There is little connection to background knowledge or previous lessons.	Clearly states the objective of the session. Explanation of content Itinerant links session to previous lessons and knowledge	Uses goals to drive the objectives of the lesson which are posted in the session. Explanation of content is clear and invites student participation and thinking Students verbalize or demonstrate understanding of objectives and directions Itinerant links session to previous lessons and knowledge Uses rich language, offering brief vocabulary lessons where appropriate.
Examples	No goal for the lesson is shared Teacher begins the lesson without giving the student directions. Itinerant makes a serious content error that will affect student's understanding of lesson	Itinerant talks much more than student No opportunity for student input. Student appears confused.	An objective is clearly presented to the student. Student verbalizes or demonstrates understanding of the procedures.	Communication with students is varied. Student assists Itinerant in clarifying learning goals

Component 3B	DOMAIN THREE: DELIVERY OF SERVICE			
	Levels of Performance			
	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Lesson Content **Performance** *(Evaluated via direct observation)*	No connection between lesson and IEP goals. The content of the lesson is not appropriate for the student. There is no connection between the lesson and the classroom or grade level materials.	Explicit connection between IEP goals and lesson content is not present. Lesson content may be appropriate for the student's disability. The connection between the lesson and grade level content is unclear.	Content of lesson reflects stated objectives. Lesson will assist student to meet IEP benchmarks and goals. Lesson content is related to student's disability and is appropriate for student's age and the learning objective. The lesson is tied to grade level content.	Lesson meets its own objective and is related to IEP goals/benchmarks. Clear relationship between lesson and content standards throughout instruction. Lesson reflects current practice and is related to student's disability. Classroom and school wide initiatives, themes or activities are included.
Criteria	Lesson stands alone – is out of context of student's IEP No connections to classroom or grade level learning	Connections between lesson and IEP benchmarks is unclear Weak connection between lesson and grade level material Lesson is generally appropriate for student's disability	Materials and resources support the learning goals Content is appropriate for student's age, learning objective and disability	Data on IEP goals can be gathered based on lesson taught Knowledge of what student is expected to do in classroom
Examples	Itinerant is unable to articulate a goal for the lesson The lesson is unrelated to the student's disability Unaware of what student is learning in classroom	Itinerant is able to articulate goal for the lesson but not how it is related to IEP goals Unable to connect lesson to what student is learning in the classroom	Lesson demonstrates remediation or acquisition of a specific skill related to student's disability Lesson topic, materials or theme is related to student's classroom activity	Itinerant verbalizes connections between lessons and skills Uses vocabulary or materials from classroom for instruction Lessons reflect high expectations and encourage independence

	DOMAIN THREE: DELIVERY OF SERVICE			
	Levels of Performance			
Component 3C	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Instructional Design **Performance** *(Evaluated via direct observation)*	Only one type of instructional strategy is used. Activities are inappropriate for students' age, background, disability or IEP goals. The lesson does not have a structure. Itinerant does not check for understanding.	The lesson relies heavily on one type of instructional strategy or activity. Activities are generally appropriate for the students' age, background, disability or IEP goals. The lesson has a recognizable structure. Questions are used to check for understanding.	The Itinerant engages students in learning by using a variety of instructional strategies. Multiple ways to access content are provided. Activities are appropriate for students' age, background, disability. The lesson has a clearly defined structure that includes goal setting and closure. Questions promote thinking and understanding of content.	A variety of instructional strategies that incorporate student interests are used. Activities are appropriate for students' age, background, disability and consider student's culture and interests. The lesson has a clearly defined structure that includes goal setting, closure and reflection. Questions challenge students to engage in metacognition and high level thinking.
Criteria	Activities are not specific to the student's needs. Lesson is not organized nor sequential Student involvement is low	Student does not have the opportunity to ask questions or make choices Insufficient time or student to practice skills	Lesson provides the student adequate time to practice skills Student has opportunity to make choices, ask questions and explain responses Itinerant builds upon student responses to questions Questions follow Bloom's Taxonomy	Students contribute ideas for modifying and/or extending the lesson/materials Materials and resources extend student learning and are tied to student interests.
Examples	Little to no student participation Materials and resources are not ready and not related to lesson The itinerant does not ask questions during the session	One to two instructional activities are completed during the lesson The lesson has an opening and goals are set for the activity Some questions are asked to see if student understands	Varied activities throughout the lesson High level/open ended questions Connects relevance of lessons to previous understanding	Student can demonstrate an understanding of the application of the lesson to their needs Student reflection is a thorough and ongoing part of the lesson Students contribute to their learning through asking questions.

Component 3D	DOMAIN THREE: DELIVERY OF SERVICE			
	Levels of Performance			
Component 3D	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Using Assessment in Instruction **Performance** *(Evaluated via direct observation)*	Assessment is not used during the lesson to monitor progress as evidence of student learning. Little to no feedback is given to the student. Student is not involved in any assessment.	Assessment is used inconsistently during the lesson to monitor progress as evidence of student learning. Feedback is unspecific and untimely. Student is unaware of assessment criteria.	Assessment is used regularly by the itinerant during the lesson to monitor progress as evidence of student learning and to guide future instruction. Feedback is accurate and timely and advances learning. Students have opportunities to self-assess.	A variety of assessments are used that are fully integrated into lesson to monitor progress as evidence of student learning and to guide future instruction. Feedback is timely, consistent and extends learning. Student is aware of assessment criteria and itinerant teacher successfully differentiates instruction to address individual student misunderstandings.
Criteria	No assessment is done throughout the lesson. Makes no effort to determine whether the student understands the lesson. Does not ask the student to evaluate his/her work No feedback is given throughout the lesson.	Assessment is integrated into instruction inconsistently Some checks for understanding/uses assessment to monitor student progress Feedback to students is not specific or constructive. Little evidence that the student understands how his/her work will be evaluated	Feedback includes suggestions for future improvement Itinerant adjusts instruction to address individual student misunderstandings Frequent checks for understanding using appropriately leveled questions. Itinerant uses a variety of formative and summative assessments. Teacher includes student in assessment.	Student participates in assessment Frequent checks for understanding using appropriately leveled questions. Itinerant differentiates throughout the lesson based on the assessments. Student self-assesses.
Examples	No assessment of students is given throughout instruction No feedback No checks for understanding	Feedback does not guide the student to better understanding Few checks for understanding	Assessment is evident throughout instruction Feedback is specific Frequent checks for understanding. Data is reviewed with student at the end.	Feedback is a two way conversation Students self-assess Goal data is presented on charts, graphs or other visuals

	DOMAIN THREE: DELIVERY OF SERVICE			
	Levels of Performance			
Component 3E	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Demonstrating Flexibility and Responsiveness **Performance** *(Evaluated via direct observation)*	No revisions or adjustments are made throughout instruction. Flexibility is not exercised in setting priorities and effectively utilizing additional time or addressing unexpected tasks. Itinerant is not responsive to student instructional needs and ignores questions.	Modest revisions and adjustments are made throughout instruction. Flexibility is inconsistent when setting priorities and itinerant has difficulty effectively utilizing additional time or addressing unexpected tasks. Itinerant teacher attempts to be responsive to student instructional needs, but is only partially successful in promoting intellectual engagement.	Revisions and adjustments are made throughout instruction. Flexibility is exercised in setting priorities and effectively utilizing additional time or addressing unexpected tasks. Itinerant is responsive to student instructional needs.	Itinerant consistently makes revisions and adjustments seeking ways to improve instruction Itinerant teacher prioritizes and effectively utilizes additional time for addressing unexpected tasks. Itinerant and promotes intellectual engagement.
Criteria	Does not address and/or incorporate student interests or needs into learning Does not persist in assisting students having difficulty learning Itinerant teacher handles changes and requests in an unprofessional manner and is not has difficulty completing a lesion without the loss of time.	Inconsistently addresses student questions fully. Itinerant teacher handles changes and requests hesitantly and is inconsistently able to complete a lesson with little difficulty or loss of time.	Consistently addresses student questions Itinerant handles changes and requests in a professional manner and is able to complete a lesson with little difficulty or loss of time. Requests for help from team members of the student.	Consistently incorporates student's needs/interests into the lesson. Itinerant handles requests in a very professional manner and effectively utilizes additional time to extend learning. Consistently utilizes resources and collaborates with team members of the student.
Examples	Itinerant teacher is upset and frustrated with schedule/location changes and is not able to complete a lesson	Itinerant teacher is frustrated with changes in schedule/location but is able to complete a partial lesson	Itinerant teacher consistently checks the functioning of equipment Itinerant teacher handles schedule/location changes in a professional manner and is able to complete a lesson	Itinerant teacher takes all changes in stride and seeks opportunity for implementing a lesson that matches new time or place Itinerant teacher and student collaborate to find additional resources when existing

				resources are insufficient

	DOMAIN FOUR: PROFESSIONAL RESONSIBILITIES			
	Levels of Performance			
Component 4A	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Reflecting on Practice **Performance** *(Evaluated via post-observation interview, and discussion)*	Unable to determine whether a lesson was effective or achieved instructional outcomes and/or profoundly misjudges the success of a lesson. Offers no suggestions for how a lesson could be improved.	A generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met is evident. General suggestions are made about how a lesson could be improved.	Accurate reflection on practice and additions or adjustments in instruction and staff support are made. Reflections include specific references to the lesson to determine effectiveness. Specific suggestions about what to try next time are generated.	Reflects consistently on practice and adds to or adjusts instruction and staff support. Reflections include specific examples from the lesson to determine effectiveness. Alternative actions and probable success of different courses of action are evaluated. Implements alternative plans consistently.
Criteria	Does not understand whether a lesson was effective or achieved instructional outcomes Profoundly misjudges the success of a lesson.	All information is generally accurate – feels lesson went well but can't identify specific skills that were developed or enhanced	Ongoing reflection during and after lessons Reflections break down the lesson into specific components and each component is analyzed Suggestions are specific to student and skill areas that are being worked on	Reflections consider itinerant instruction and all over supports that students receive Possible alternatives for instruction are evaluated based on all other supports student receives
Examples	No suggestions for improving a lesson No data collection to indicate the success or lack of success for each lesson	Reports that lesson went well or didn't go so well but not specific about issues Suggestions for improvement are general and not specific to skill or to student need	Data collection, charting, and progress notes Notes to self about what to try next time	Thoroughly familiar with skills that are being taught to students in classroom or in other related services areas

	DOMAIN FOUR: PROFESSIONAL PRATICE			
		Levels of Performance		
Component 4B	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Maintaining Accurate Records **Performance** *(Evaluated via post-observation interview, and discussion)*	Unprepared for meetings. Reports are general and not always complete and/or accurate. Service minutes are not up to date.	Reports are generally accurate regarding student progress. Itinerant teacher attends meetings, but is often unprepared. Service minutes are generally up to date, but may only be partially accurate or are late.	Itinerant teacher prepares for meetings. IEP Present Levels and goal updates are data driven. Reports accurately convey student current profile. RCCSEC required records are accurate.	Preparation for meetings includes extensive evidence from a variety of sources and stakeholders. Reports are thorough and specific, providing extensive data on student progress. Service minutes are accurate. Students contribute information and/or participate in maintaining/tracking records.
Criteria	Deadlines frequently are not met and reminders are often needed. Student records are in disarray resulting in errors and confusion. No system for maintaining information on student progress Service minutes are rarely accurate or updated.	Student records may be incomplete Deadlines are inconsistently met Frequently attends meetings with minimal information on student progress	Service minutes, computer sheets, IIMC requests, student drops and additions are accurate and up to date.	Information is shared with student allowing student to reflect on strengths and weaknesses Students contribute to tracking progress and/or maintaining records Implements and proactively shares extensive record-keeping systems for tracking student progress Multiple systems/reports for tracking student progress
Examples	Frequent calls from schools asking if itinerant teacher can complete paperwork and provide reports	Reports do not include specific data or evidence of assessment Service minutes are accurate Folders are not appropriately purged	Surveys of staff, assessment of students, written reports. Process for record keeping is efficient and effective Student records (student folder) are in order, accurate, complete and readily available. Attend meetings Medical reports updated	E-mails from staff that in-service accommodations are being used/implemented

	DOMAIN FOUR: PROFESSIONAL PRACTICE			
	Levels of Performance			
Component 4C	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Communicating with Families **Performance** *(Evaluated via post-observation interview, and discussion)*	Communication with families is sporadic or culturally inappropriate. Unfamiliar with resources to share with families.	Sporadic attempts are made to communicate with families about the instructional program and student progress. Communications are one-way and are not always appropriate to the cultural norms of the family.	Itinerant appropriately communicates with families about the instructional program and individual student progress. Relevant resources are shared with families. Itinerant is sensitive to family culture.	Two-way communication with families occurs regularly and includes students' contribution. Resources for families are sought out and shared. Itinerant educates his/herself on family culture and background.
Criteria	Does not respond or responds insensitively to family concerns Makes no attempt to engage families or such efforts are inappropriate	Inconsistent in responding to the family Infrequent or incomplete information is sent home by itinerant teacher Communication may be inaccessible because of the language of the family	Available as needed to respond to family concerns Seeks parent input about the student Share information about workshops, social events, financial assistance, camps, scholarships, adult agencies, housing, transportation, colleges, perks, PACE, resources.	Assignments and activities include a family participation component Itinerant connects families with resources specific to student Communication with families is systematized.
Examples	Meets family once per year No consideration of second language needs	Everything is provided in one language No evidence that family is a part of the planning process IEP updates are the only communication	Regular emails/contact regarding student progress/resources Translating letters/information to parents Telephone calls/texts Effort made to learn about cultural heritage is evident	Newsletter Website or resource list E-mails or communications from parent Student has a role in communication Workshops/classes or other professional development to learn about different cultures Parent/staff surveys asking for feedback Parent notes/emails/cards

	DOMAIN FOUR: PROFESSIONAL PRACTICE			
	Levels of Performance			
Component 4D	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Participating in a Professional Community/Staff Communication **Performance** *(Evaluated via post-observation interview, and discussion)*	Itinerant is unable and/or unwilling to work with colleagues and school teams. Does not consult or collaborate with student's team. Staff training does not occur. Does not respond to requests for assistance from school teams.	Itinerant will find out information at the request of colleagues and school teams. Consults/collaborates with student's team upon request. Staff training is general. Response and availability to school team is uneven.	Itinerant shares knowledge and resources with colleagues and school teams. Regularly consults/collaborates with student's team. Trains staff and provides them information about student and equipment. Response and availability to school team is timely and helpful.	Colleagues and school teams seek out itinerant for professional advice and suggestions. Itinerant is considered a vital member of the student's planning team. Trains staff about students, equipment and what to do in unexpected situations. Response and availability is immediate, reliable and helpful.
Criteria	Purposely avoids becoming involved in projects Relationships with colleagues are negative or self-serving	Participates in projects when specifically asked.	Itinerant collaborates with outside agencies and specialists. Itinerant contributes to linkage meetings Promptly communicates information to stakeholders as needed Explanation of student information and technology is 'teacher friendly' and understandable	Contribution of itinerant teacher is valued by team members Itinerant finds answers and information independently and shares with team Itinerant is responsive and sensitive to the needs of the student's team
Examples	Absent from meetings Unwilling to use colleagues for assistance	Listens to colleagues but does not implement their suggestions Inconsistent	Requests copies of medical reports Notes Speaks at meetings Meeting evidence – notes, sign in sheet, etc. Investigates and suggests guest speakers for linkage meetings Teacher is aware of district/RCCSEC/State guidelines and follows those guidelines in planning and communication with staff/parents.	Collects data after implementing suggestions from colleagues Sought out for information and/or assistance by staff members Volunteers for additional non-instructional duties Puts together presentations for linkage meetings Student writes/conducts in-service or attends it Gears in-service for specific team

				members and areas of expertise
				In-service is completed before school starts for the students

		DOMAIN FOUR: PROFESSIONAL PRACTICE		
		Levels of Performance		
Component 4E	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Growing and Developing Professionally **Performance** *(Evaluated via post-observation interview, and discussion)*	Itinerant teacher does not work with colleagues to improve and/or enhance practice. Unaware of conferences or relevant workshops. Dos not respond to feedback from colleagues or supervisor.	Itinerant teacher participates actively in assisting and working with colleagues to enhance practice. Requests to attend conferences or workshops. Does not respond to feedback from colleagues or supervisor.	Itinerant teacher participates actively in assisting and working with colleagues to enhance practice and contribute to the profession. Shares information with teams. Requests to attend conferences or workshops, shares and applies learned information. Professionally responds to feedback from colleagues and supervisors in a professional manner.	Itinerant teacher participates actively in assisting and working with colleagues to enhance practice and contribute to the profession. Conducts action research and shares information with teams. Requests to attend conferences or workshops, shares and applies learned information. Seeks out feedback from colleagues and supervisors.
Criteria	Doesn't attend classes, conferences or workshops Doesn't seek help or guidance Resistant to feedback on practice	Attends professional development when required Does not incorporate new strategies/feedback into practice	Shares at team and linkage meetings Subscribes to professional newsletters and organizations Shares information from professional organizations	Independently creates own growth opportunities that are tied to student growth Willing to try alternative ways to get students to grow Frequently seeks out resources to improve practice Seeks feedback
Examples	Doesn't ask peers Allows certification to lapse No in-service	Doesn't contribute or share information with team or at linkage meetings	Attends professional conferences/workshops Meets with teams and peers Maintains professional certificate Seeks out new resources Willing to try a new idea or technology and reflects on its success Participates in webinars	Presents at conferences Attendances conferences outside area of expertise for needs of students Takes courses to increase knowledge Reflects on activities with other team members and itinerants Surveys student team members on effectiveness of services

		DOMAIN FOUR: PROFESSIONAL PRACTICE		
		Levels of Performance		
Component 4F	*Unsatisfactory	Basic/Needs Improvement	Proficient	Excellent
Showing Professionalism **Performance** *(Evaluated via post-observation interview, and discussion)*	Itinerant does not displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and public. Unfamiliar with RCCSEC and district regulations and practice. Itinerant does not represent him/herself in a professional manner. Deadlines are not met.	Itinerant displays standards of honesty, integrity, and confidentiality in interactions with colleagues, students and public. Somewhat knowledgeable about RCCSEC and district regulations and practice. Itinerant represents him/herself in a professional manner. Deadlines require frequent reminders.	Itinerant displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and public. Respectful and knowledgeable about RCCSEC and district regulations and practice. Itinerant represents him/herself in a professional manner. Deadlines are met with minimal oversight.	Itinerant displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and public. Respectful and knowledgeable about RCCSEC and district regulations and practice. Itinerant represents him/herself in a professional manner. Deadlines are met independently and on time.
Criteria	Decisions are questionable Itinerant teacher is dishonest Service logs are not completed on time	Lacks understanding that schools have different processes in writing IEPs Informs schools at the last minutes of planned schedule changes	Schools are informed of changes/conflicts On time to meetings Responds to requests in a timely manner (registrations for workshops, projections, caseload updates) Understands the protocols in districts served Has a backup plan if materials are an issue so that students can access instruction	Records are up to date and completed independently. Equipment and materials for students are anticipated and ordered Itinerant is proactive and assumes a leadership role in ensuring highest standards. Confidentiality is a priority
Examples	Equipment arrives after school year has started Unaware of IEP process in districts Calls from school or teachers are received at RCCSEC indicating that communication about absences or schedule changes did not occur	Student instruction is disrupted due to lack of equipment or training	Emails School sign in sheets School feedback IEPs Equipment checklists Awareness of field trips and other planned activities at the school	Emails Informs school sites of scheduling conflicts and changes Appropriate attire IEPs are turned in to RCCSEC in a timely manner

Appendix C
School Social Work Rubric

Adopted by the RCCSEC Board
November 10, 2016
Revision Adopted: October 12, 2023

DOMAIN 1 FOR SCHOOL SOCIAL WORKERS: PLANNING AND PREPARATION

COMPONENT	L E V E L o f P e r f o r m a n c e			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: **Demonstrating knowledge of special education law and counseling techniques.**	Social Worker demonstrates little knowledge in the area of school social work practice.	Social Worker demonstrates a basic level of knowledge in the area of school social work practice.	Social Worker demonstrates a solid understanding of school social work practice and understands the integral relationship between school social work and the current education setting.	Social Worker's knowledge of the content and practice in the areas basic to the social work profession are extensive, showing evidence of a continuing search for improved practice. Social Worker actively seeks opportunities to consult and collaborate with other social work colleagues, teachers, administrators, and parents.
Critical Attributes	- Social worker lacks an understanding of special education law. - Social worker does not communicate special education law with staff and families. - Does not demonstrate an understanding of social/emotional deficits and their impact on academic progress. - Does not have a process for identifying student needs and developing effective service delivery to include grouping of students and intervention planning.	- Social worker inconsistently demonstrates an understanding of special education law. - Social worker inconsistently communicates special education law with staff and families. - Inconsistently demonstrates an understanding of social/emotional deficits and their impact on academic progress. - Has an inconsistent and unclear process for identifying student needs and developing effective service delivery to include grouping of students and intervention planning.	- Social worker understands special education law. - Social worker communicates special education law with staff and families. - Demonstrates an understanding of social/emotional deficits and their impact on academic progress. - Has a clear process for identifying student needs and developing effective service delivery to include grouping of students and intervention planning.	- Social worker demonstrates a comprehensive understanding of district and state level applicable regulations and special education law. - Social worker effectively communicates special education law with staff and families. - Demonstrates a comprehensive level of understanding of social/emotional deficits and their impact on academic progress. - Has a clear and consistent process for identifying student needs and developing effective service

				delivery approaches that include grouping of students and intervention planning.
1b: **Demonstrating knowledge of child and adolescent development and an understanding of the interaction and barriers of culture within the school environment.**	Demonstrates little knowledge of child and adolescent development, of the learning process, of student skills, ability, language proficiency, interests, special needs and cultures.	Demonstrates a basic level of knowledge of child and adolescent development, of the learning process, of student skills, ability, language proficiency, interests, special needs and cultures.	Demonstrates a solid level of knowledge of child and adolescent development, of the learning process, of student skills, ability, language proficiency, interests, special needs and cultures.	Demonstrates extensive knowledge of child and adolescent development, of the learning process, of student skills, ability, language proficiency, interests, special needs and cultures. Social Workers actively seek opportunities to share and integrate his or her knowledge with the needs and learning priorities of staff and parents.
Critical Attributes	• Social worker lacks knowledge of the stages of child and adolescent development and includes this variable in assessment for intervention. • SW makes insensitive comments or takes insensitive action regarding culture or background of students or families.	• Social worker inconsistently identifies stages of child and adolescent development and includes this variable in assessment for intervention. • SW inconsistently takes into consideration the culture or background of student or families.	• Social worker can identify stages of child and adolescent development and includes this information in assessment for intervention. • SW demonstrates knowledge of students' and families' special needs and prerequisite relationships and incorporates this into therapeutic programming. • All documentation	• Social worker consistently shares knowledge regarding the stages of child and adolescent development with colleagues, administrators, parents and teachers. • Social worker's knowledge of individual student and family's needs is consistently used to develop a range of social/emotional strategies and supports within the education al setting. • Social worker provides information and knowledge during team meetings to staff regarding issues of culture and social/emotional development for individual students.
1c: **Developing IEP goals for the social work services appropriate to the setting and students served.**	Social Workers' goals are unsuitable for students in an educational setting, showing no evidence of collaboration or preparation. Goals are not measurable and measurable.	Social Workers' goals are appropriate for some educational settings with limited collaboration. Some goals are clearly measurable. Goals are basically aligned to program population, age of student.	Social Workers' goals are appropriate for specific educational settings and represent consistent collaboration. Most goals are clearly measurable and linked to Illinois social/emotional learning standards.	Social Workers' goals encourage individual student growth appropriate for an educational setting and represent highly effective collaboration among staff, and administration. Goals are clearly

Critical Attributes				measurable and linked to Illinois social/emotional learning standards.
Critical Attributes	• Goals are not measureable /observable • Goals are not linked to standards.	• Goals are not consistently observable/measureable • Goals are inconsistently linked to standards or inconsistently relevant to student needs.	• Goals are consistently observable/measurable, linked to standards. • Goals are clearly defined and relevant to student needs.	• Goals are consistently observable/measurable, linked to standards. • Goals are clearly defined and relevant to individual student needs. • When appropriate the social worker functions in a collaborative role and works with service team to utilize data to develop standards-based goals for individual students.

DOMAIN 1 FOR SCHOOL SOCIAL WORKERS: PLANNING AND PREPARATION *(continued)*

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1d: **Developing effective social work practice through the application of appropriate and available resources.**	Social Worker demonstrates little or no knowledge of special education law/federal law and available services and resources for the students and families through the school, district or community.	Social Worker demonstrates basic knowledge of special education law/federal law and available services and resources for the students and families through the school, district or community.	Social Worker demonstrates substantial knowledge of special education law/federal law and services and available resources for the students and families through the school, district or community.	Social Worker demonstrates extensive knowledge of special education law/federal law, intervention services and resources for the students and families available through the school, district or community. Social Worker actively seeks opportunities to integrate these services and resources into other areas of student learning beyond social work intervention sessions.
Critical Attributes	• Does not provide linkages to appropriate school and community resources • Does not seek new or appropriate resources that support district, state, and federal regulations.	• Inconsistently provides linkages to school or community resources. • Is inconsistent in seeking new or appropriate resources that support district, state, and federal regulations.	• Consistently provides linkages to appropriate school and community resources. • Consistently seeks new or appropriate resources that support district, state, and federal regulations.	• Consistently provides services aligned to a wide variety of community or social agencies to support individualizing support to students and/or families. • Consistently seeks new or appropriate resources to support individualized support to students/families that support district, state, and federal regulations. • Consistently develops for individual students direct linkages to other areas in school and community to extend learning of intervention sessions.

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1e: **Designing the social work plan using assessment and/or diagnostic information which may include individual, small group, in-class activities, and crisis intervention as applicable.**	Social work planning consists of a random collection of unrelated activities that are inappropriate, lacking structure, coherence, and a relevant clinical rationale, and are unrelated to students' goals.	Social work planning has a guiding principle and includes a number of worthwhile interventions, and is based on relevant clinical rationale, but does not fully address students' needs and goals.	Social work planning consists of appropriate, coherent interventions, is based on relevant clinical rationale, and sufficiently incorporates students' needs and goals.	Social work planning consists of highly coherent, extremely appropriate interventions based on relevant clinical rationale that completely incorporate students' needs and goals.
Critical Attributes	- Not prepared for group or individual counseling. - Activities do not relate to goals. - Social worker does not build on opportunities for interaction.	- Prepared for group or individual counseling. - Activities aligned with good practice - Activities do not address goals and/or student needs.	- Prepared for group or individual counseling. - Activities aligned with good practice - Activities address goals and student needs.	- Prepared for group or individual counseling. - Activities aligned with good practice and delve further into the student's concerns. - Activities address goals and student needs. - Activities extend beyond the scope of goals and student needs.

DOMAIN 2 FOR SCHOOL SOCIAL WORKERS: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: **Uses effective communication while establishing rapport students, families and staff and creating an environment of acceptance and understanding.**	Social Worker interactions with students, parents, school personnel and community agencies are generally negative or inappropriate. Social Worker is unable to communicate effectively with school teams.	Social Worker interactions with students, families, and staff are generally appropriate and free from conflict. When requested or required works collaboratively with and provides consultation to school personnel and community agencies to communicate the needs of children and families.	Social workers interactions are highly respectful, reflecting genuine empathy and compassion towards to students and families. Interactions also reflect warmth, caring and respect individuals in consultation to school personnel and community agencies.	Social worker interactions reflect genuine empathy and compassion and are highly respectful of the cultural and developmental differences among individuals and groups of students, staff and families.
Critical Attributes	• SW interactions are insensitive and lack warmth and caring. Social worker fails to maintain confidentiality and shares sensitive information in inappropriate settings. • Social worker does not solicit and utilize input from students, families, and staff. • Students, families, and staff do not share information with Social worker.	• At times, Social worker interactions are insensitive and inconsistently reflect warmth and caring. Confidentiality is maintained, but the environment may not be consistently appropriate to share sensitive information (may have conversations in open areas). • Social worker inconsistently solicits and utilizes input from students, families, and staff. • Students, families, and staff inconsistently share information with Social worker.	• Social worker's interactions consistently model sensitivity and reflects warmth and caring and are highly respectful of the cultural and developmental differences among individuals and groups of students while maintaining confidentiality. • Social worker solicits and utilizes input from students, families, and staff. • Students, families, and staff share information with Social worker.	• Social worker's interactions always model sensitivity and reflect warmth and caring and are highly respectful of the cultural and developmental differences among individuals and groups of students while maintaining confidentiality. • Social worker actively solicits and utilizes input from students, families, and staff to extend learning. • Students, families, and staff seek out social worker with whom to share information.

2b: Establishing and maintaining clear procedures for referrals for social work counseling services, observations, and evaluation.	Social Worker has not established procedures for referrals for social work counseling services, observations and evaluations.	Social Worker has established procedure for referrals for social work counseling services, observations, but the details are not always clear and/or consistent.	Social worker has established consistent procedures for referrals for social work counseling, meetings, and consultations with school staff, administrators, and parents, which are clear to everyone involved.	Social worker has established procedures for all aspects of referrals for social work counseling which are clear and easily accessible, and outcomes are utilized by everyone involved.
Critical Attributes	• Social worker does not have a procedure for social work service referrals, observations, evaluations and consultations. • Social worker does not respond to social work referrals made for services, observations, evaluations and consultations.	• Social worker has inconsistent procedures for social work service referrals, observations, evaluations and consultations. • Social worker inconsistently communicates procedures with staff, families and students regarding how to make a referral for social work services, including, observations, evaluations and consultations. • Social worker provides an inconsistent response to all referrals made.	• Social worker has established procedures for service referrals, observations, evaluations and consultations. • Social worker communicates procedures with staff, families and students regarding how to make a referral for social work services, including, observations, evaluations and consultations. • Social worker provides a consistent response to all referrals made.	• Social worker consistently promotes procedures for service referrals, observations, evaluations and consultations. • Social worker not only communicates procedures with staff, families, and students regarding how to make a referral for social work services, but also follows the procedures that have been communicated in the district and cooperative. • Social worker takes a leadership role in all aspects of referral management and communicates with all involved stakeholders, so that needs have been appropriately addressed and participants understand the outcomes.
2c: Physical space is conducive to student learning and productive sessions.	The physical environment is in disarray or is inappropriate to the planned activities.	Social Worker's attempts to create an inviting and well-organized physical environment are partially successful.	Social Work office is inviting and conducive to the planned activities.	Social Work office is inviting and conducive to the planned activities. Students have contributed to ideas to the physical arrangement.
Critical Attributes	• Room is messy with student information in plain sight. • Little to no inviting décor for students.	• Room is organized with piles. • An attempt to make room inviting has been made.	• Room is clean, free from clutter. • Little visible student information on desks, shelves, etc. • Room has resources	• Room is tidy, free from clutter. • No visible food for students to see. • Student information is not visible and placed in a locked cabinet.

		• Resources are available and readily accessible.

DOMAIN 2 FOR SCHOOL SOCIAL WORKERS: THE ENVIRONMENT *(continued)*

COMPONENT	L E V E L o f P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2d: **The social worker contributes to the culture of positive student academic, social, and emotional behavior throughout the school based on their weekly availability.**	Social Worker's efforts to establish appropriate research-based interventions that contribute to positive student behavior are unsuccessful.	Social Worker's efforts to establish appropriate research-based interventions that contribute to positive student behavior are partially successful.	Social Worker has established appropriate research-based interventions that contribute to positive student behavior.	Social Worker has established appropriate research-based interventions that make lasting contributions to positive student behavior. Social Worker supports student involvement and ownership of interventions.
Critical Attributes	• Social worker is inflexible in responding to student issues. • Social worker does not communicate with involved parties about service delivery. • Social worker has not established measurable interventions that result in improvement in student behavior.	• Social worker is inconsistently flexible in responding to student issues. • Social worker communicates inconsistently with involved parties about service delivery. • Social worker has minimal measurable interventions that result in improvement in student behavior. • Social worker inconsistently provides services and occasionally notifies	• Social worker is flexible in responding to student issues. • Social worker communicates with involved parties about service delivery. • Social worker has established measurable interventions that result in improvement in student behavior. • Social worker provides services at a regularly scheduled time and notifies	• Social worker is consistently flexible in responding to student issues. • As needed social worker has established consistent measurable interventions where students monitor their own student behavior.

	• Social worker does not provide mandated services. • Social worker does not evaluate interventions.	necessary staff when changes occur. • Social worker rarely evaluates interventions and does not notify students and staff when services need to be adjusted.	necessary staff when changes occur. • Social worker evaluates interventions and notifies students and staff when services need to be adjusted.	• Students understand and implement behavioral expectations in social work sessions by working to monitor their own behavior and behavior of other students as appropriate. • When appropriate students self-evaluate their behavior within the intervention sessions and work with Social Worker to determine when behavioral expectations need to be adjusted. Social worker provides specific strategies and interventions to be used across all settings. (i.e.: reviewing IEP goals/progress made at quarterly report time)

DOMAIN 3 FOR SCHOOL SOCIAL WORKERS: DELIVERY OF SERVICE

COMPONENT	**L E V E L o f P E R F O R M A N C E**			
	UNSATISFACTORY	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
3a: **Communicating students' social and emotional needs and effects on academic progress with multiple team members.**	Social worker fails to respond to referrals or makes rushed assessments of student needs. Social Worker is unable to communicate effectively with students, parents, and staff the specific learning needs of the students.	Social worker responds to referrals and makes adequate assessments of student needs. Social Worker inconsistently communicates with students, parents, and staff about the specific learning needs of the students.	Social worker responds to referrals in a timely manner and makes thorough assessments of student needs. Social Worker communicates effectively with students, parents, and staff about the specific learning needs of the students.	Social worker is proactive in responding to referrals and makes highly competent assessments of student needs. Social Worker is very effective communicating with students, parents, and staff about the specific learning needs of the students.
Critical Attributes	- Social worker has no procedure for assessing student needs. - Social worker does not respond to referrals made. - Social worker does not implement services based on educational impact.	- Social worker has an unclear procedure for assessing student needs and inconsistently communicates findings with staff, families and students as allowed by confidentiality. - Social worker provides inconsistent response to all referrals made. - Social worker does not consistently implement services based on educational impact.	- Social worker has a clear procedure for assessing student needs and communicates findings with staff, families and students as allowed by confidentiality. - Social worker provides a consistent response to all referrals made. - Social worker implements services based on educational impact.	- Social worker has a consistent and shared procedure for assessing student needs and communicates findings with staff, families and students as allowed by confidentiality. - Social worker provides a consistent response to all referrals made and maintains a clear protocol to ensure individual students' needs are being met in school. - Social worker implements services based on educational impact and formative progress is clearly measured and communicated with appropriate students and staff.

3b: **Assist school staff with the formulation and implementation of academic, social/emotional and behavior plans based on knowledge of general education student needs and the IEP goals of special education children.**	Social worker fails to develop intervention plans suitable for students, or plans are mismatched with the needs of students and Social Workers.	Social worker's plans and intervention for students and Social Workers are partially suitable for them or sporadically aligned with identified needs.	Social worker plans for students and Social Workers are suitable for them and are aligned with identified needs.	Social worker collaboratively develops intervention plans with Social Workers, finding ways to creatively meet individual student needs and incorporate many related elements that enhance the social/emotional, behavioral, and academic domains.
Critical Attributes	- Social worker rarely offers creative and effective strategies during collaborations. - Social worker does not write and/or monitor IEP goals. - Social worker does not participate in development and implementation of IEP and behavior intervention plans as needed. - Social worker rarely utilizes a variety of problem-solving skills and strategies in a variety of settings.	- Social worker inconsistently offers creative and effective strategies during collaborations. - Social worker inconsistently writes and/or monitors IEP goals. - Social worker inconsistently participates in development and implementation of IEP and behavior intervention plans as needed. Social worker participates in monitoring and revising plan as needed. - Social worker inconsistently utilizes a variety of problem-solving skills and strategies in a variety of settings.	- Social worker offers creative and effective strategies during collaborations. - Social worker participates in development and implementation of IEP and behavior intervention plans as needed. Social worker participates in monitoring and revising plan as needed. - Social worker utilizes a variety of problem-solving skills and strategies in a variety of settings. - Social worker consistently writes and monitors IEP goals.	- Social worker consistently provides creative and effective strategies that fit individual student needs during collaboration sessions. - When appropriate, social workers use data to monitor social-emotional progress on the student's IEP goal. - Social worker and special education teacher collaboratively implement and monitor IEP and behavior intervention plans, revising the plan as needed. - Students are able to implement appropriate problem-solving skills and strategies in a variety of learning settings.
3c: **Utilizes social work interventions and resources to support students.**	Social worker fails to implement services and resources in a timely, consistent, and appropriate manner as defined by the IEP. Student services are not provided in a culturally and/or linguistically sensitive manner.	Social worker implements services and resources in an inconsistent manner as defined by the IEP. Student services are inconsistently provided in a culturally and linguistically sensitive manner.	Social worker implements services and resources in a consistent, appropriate manner as defined by the IEP. Student services are provided in a consistent, appropriate manner, which symbolize sensitivity to cultural and linguistic traditions of the students.	Social worker works collaboratively with other staff to implement services and resources secures necessary permissions and information. . Student services are provided through a variety of approaches based upon the individual cultural and linguistic needs of students.

| Critical Attributes | • Social worker does not implement services and resources that are defined in the IEP.

• Social Worker uses inappropriate services and/or resources when conducting intervention services with students.

• Social worker demonstrates little knowledge of the cultures of the student population and does not develop culturally sensitive interventions. | • Social worker inconsistently implements the services and resources that are defined in the IEP.

• Social worker has limited approaches and/or resources for implementing services that are defined in the IEP.

• Social worker demonstrates minimal knowledge of the cultures of the student population and inconsistently develops culturally sensitive interventions. | • Social worker consistently implements the services and resources that are defined in the IEP.

• Social worker has varied and appropriate approaches and/or resources for implementing services that are defined in the IEP.

• Social worker is knowledgeable of the cultures of the student population and develops culturally sensitive interventions. | • Social worker works collaboratively with other staff to maximize a variety of services and resources that will meet or exceed requirements of IEP.

• Social Worker has extensive and individualized approaches and/or resources for implementing services that are defined in the IEP.

• Social worker is highly knowledgeable in the cultures of individual students and supports students to advocate for their learning needs with Social Workers and staff in order to maximize student learning around specific needs of individual students. |

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**NEEDS IMPROVEMENT**	**PROFICIENT**	**EXCELLENT**
3d: **Utilize available assessment data and resources.**	Social worker neglects to collect important and relevant information on which to base IEP goals; reports are inaccurate or not appropriate to the audience.	Social worker collects most of the important information on which to base IEP goals; reports are accurate but lacking in clarity and not always appropriate to the audience.	Social worker collects all the important and relevant information on which to base IEP goals; reports are accurate and appropriate to the audience.	Social worker is proactive in collecting important and relevant information, interviewing teachers and parents if necessary; students' self-assessment are part of assessment data; reports are accurate and clearly written and tailored for the audience.
Critical Attributes	• Social worker does not complete record reviews, conduct observations and does not interview stakeholders to obtain necessary data for measuring a treatment plan. • Social worker does not obtain all necessary identified evaluation information in order to measure impact of services.	• Social worker inconsistently completes record reviews, conducts observations and interviews with all necessary team members to obtain necessary data for measuring a treatment plan. • Social worker inconsistently implements a clear evaluation plan in which to measure services based on multiple sources of collected information • Social worker inconsistently obtains all necessary identified evaluation information.	• Social worker consistently completes record reviews, conducts observations and interviews with necessary team members to obtain necessary data for measuring a treatment plan. • Social worker consistently implements a clear evaluation plan in which to measure services based on multiple sources of collected information. • Social worker consistently obtains all necessary identified evaluation information.	• Social worker collaborates with other staff on a regular basis to complete record reviews, observations and interviews to update individual student's social-emotional progress on their IEP goals. • Social worker always implements a clear evaluation in which to measure services and include student and/or family self-assessment as one of the multiple sources of collected information. • Social worker always obtains all necessary identified evaluation information, including student and/or family self-assessments.

3e: **Demonstrate flexibility and responsiveness.**	Social worker adheres to the plan or program, in spite of evidence of its inadequacy.	Social worker makes modest changes in the intervention program when confronted with evidence of the need for change.	Social worker makes revisions in the intervention program when they are needed.	Social worker is continually seeking ways to improve the intervention program and make changes in services or resources as needed in response to student, parent, and/or teacher input or student progress data.
Critical Attributes	• Social Worker ignores indications of student boredom or lack of understanding. • Social Worker dismisses student, staff and/or family student academic, social, emotional, emotional and linguistic needs as unimportant. • In reflecting on practice, Social Worker does not indicate that it is important to reach all students. • Despite evident student confusion, Social Worker makes no attempt to adjust the intervention session.	• Social Worker's efforts to modify the intervention session are only partially successful. • Social Worker makes perfunctory attempts to incorporate student academic, social, emotional, emotional and linguistic needs into the intervention session. • In reflecting on practice, Social Worker indicates the desire to reach all students but does not suggest strategies for doing so.	• When improvising becomes necessary, Social Worker makes adjustments to the intervention session. • Social Worker incorporates student academic, social, emotional, emotional and linguistic needs into the intervention session. • In reflecting on practice, Social Worker cites multiple approaches undertaken to reach students having difficulty.	• Social Worker's adjustments to the intervention session, when needed, are designed to assist individual students. • Social Worker uses student academic, social, emotional, emotional and linguistic needs to support teachable moments to enhance a session. • In reflecting on practice, Social Worker can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.

DOMAIN 4 FOR SCHOOL SOCIAL WORKERS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: **Reflecting on practice.**	Social worker does not reflect on practice, or the reflections are inaccurate or self-serving.	Social worker'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.	Social worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Social Worker makes some specific suggestions as to how their work might be improved.	Social worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Social Worker draws on an extensive repertoire to suggest alternative strategies.
Critical Attributes	• Social worker has no documentation reflective of the progress of interventions. • Social worker does not outline ways in which to improve practice.	• Social worker has minimal documentation reflective of the progress of interventions. • Social worker minimally outlines ways in which to improve practice.	• Social worker has documentation reflective of the progress of interventions. • Social worker outlines ways in which to improve practice.	• Social worker has detailed, measurable documentation reflective of the progress of interventions. • Social worker outlines specific steps in which to improve practice. • Social worker utilizes available evidence-based strategies to improve practice.
4b: **Developing timely and relevant reports and maintaining accurate records.**	Social worker's data-management system and method of analysis is either nonexistent or in disarray. Said methods cannot be used to monitor student progress or to adjust intervention when needed.	Social worker has developed a rudimentary data-management system and method of analysis for monitoring student progress and occasionally uses it to adjust intervention when needed.	Social worker has developed an effective data-management system and method of analysis for monitoring student progress. Social Worker uses it to communicate with Social Workers and families when needed.	Social worker has developed a highly effective data-management system and method of analysis for monitoring student progress and uses it to adjust intervention when needed. Social Worker uses the system to individualized communication with teachers, families and students.

Critical Attributes	• Social worker does not maintain documentation. • Social worker does not have a process is in place for monitoring student progress. • Data is not utilized.	• Documentation is not always accurate and not always completed in a timely manner. • An unclear process is in place for monitoring student progress. • Data is inconsistently utilized.	• Documentation is always accurate and completed in a timely manner. • A clear process is in place for monitoring student progress. • Data is utilized to adjust interventions as needed.	• Documentation is always accurate and completed in a timely manner. • A clear and effective process is in place for monitoring student progress. • Documentation and data is used in the implementation of service delivery plan and the adjustment of interventions as needed. • Social worker collaborates with other stakeholders to ensure consistency across all settings in documentation of plans.
4c: **Communicating with staff, families and community agencies as allowed by confidentiality laws and social work ethics.**	Social worker is not available to staff, families or outside agencies for questions and planning. Social Worker declines to provide student related background material when requested.	Social worker is available to staff, families or outside agencies for questions and planning. Social Worker provides some background material when requested.	Social worker initiates contact with relevant staff, families and community to confer regarding individual cases.	Social worker seeks out Social Workers, administrators, families and outside agencies to confer regarding cases, soliciting their perspectives on individual students.
Critical Attributes	• Social worker rarely consults with team members. • When Social Worker does consult with team members he/she does not obtain necessary releases of information.	• Social Worker does not seek out consultation with team members inconsistently responsive to consultation sought out by team members. • Social Worker inconsistently maintains current releases of information for all community agencies in which he/she has consulted. .	• Social Worker consistently seeks out consultation with all team members and is responsive to consultation sought out by team members. • Social Worker consistently maintains current releases of information for all community agencies in which he/she has consulted. .	• Social Worker consistently seeks out consultation with all team members and is responsive to consultation sought out by team members. • Social Worker consistently offers helpful information to team members and offers resources and intervention ideas to many team members. • Social Worker always maintains current releases of information for all community agencies in which he/she has consulted. .

	L E V E L O F P E R F O R M A N C E			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**EXCELLENT**
4d: **Participating in the professional learning community.**	Social worker's relationships with colleagues are negative or self-serving, and social worker avoids being involved in relevant school and district events and projects.	Social worker's relationships with colleagues are professional, and social worker participates in school and relevant district events, and projects when specifically asked to do so.	Social worker participates actively in relevant school and district events and projects. Social worker maintains positive and productive relationships with colleagues.	Social worker makes a substantial contribution to relevant school, district, and cooperative events and projects. Social worker assumes a leadership role with colleagues.
Critical Attributes	• Social Worker's relationships with colleagues are characterized by negativity or combativeness. • Social Worker purposefully avoids contributing to activities promoting professional inquiry. • Social Worker avoids involvement in school activities and district projects.	• Social Worker has cordial relationships with colleagues. • When invited, Social Worker participates in activities related to professional inquiry. • When asked, Social Worker participates in school activities, as well as district projects.	• Social Worker has supportive and collaborative relationships with colleagues. • Social Worker regularly participates in activities related to professional inquiry. • Social Worker frequently volunteers to participate in school events and school district and community projects.	In addition to the characteristics of "proficient," • Social Worker takes a leadership role in promoting activities related to the growth of their department. • Social Worker regularly contributes to and leads events that positively impact school and cooperative environment. • Social Worker regularly contributes to and leads significant cooperative projects.

4e: **Ongoing professional growth through relevant professional development, research, and continuing education.**	Social worker does not participate in professional development activities, even when such activities are clearly needed for the development of skills. Social worker does not adhere to the NASW code in terms of staying well-informed of current research.	Social worker's participation in professional development activities is limited to those that are convenient or are required. Social worker does adhere to the NASW code in terms of staying informed of current research.	Social worker seeks out opportunities for professional development based on an individual assessment of need. Social worker on average adheres to the NASW code in terms of staying abreast of current research.	Social worker actively pursues professional development opportunities and makes a contribution to the profession through sharing information with colleagues when opportunities arise. Social worker stays well-informed of current research and policies and when possible shares this knowledge with their colleagues in their schools, districts, and cooperative.
Critical Attributes	• Social Worker is not involved in any activity that might enhance knowledge or skill. • Social Worker purposefully resists discussing performance with supervisors or colleagues. • Social Worker ignores invitations to join professional organizations or attend conferences.	• Social Worker participates in professional activities when they are required or provided by the district. • Social Worker reluctantly accepts feedback from supervisors and colleagues. • Social Worker contributes in a limited fashion to professional organizations.	• Social Worker seeks regular opportunities for continued professional development. • Social Worker welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. • Social Worker actively participates in organizations designed to contribute to the profession.	In addition to the characteristics of "proficient": • Social Worker seeks regular opportunities for continued professional development, including initiating action research. • Social Worker actively seeks feedback from supervisors and colleagues. • Social Worker leads and provides information on current policy and special education law at department meetings or when the opportunity for collaboration arises.
4f: **Showing professionalism, including integrity, advocacy, and maintaining confidentiality**	Social worker displays dishonesty in interactions with colleagues, students, and the public, while violating principles of social work confidentiality.	Social worker is honest in interactions with colleagues, students, and the public. Social worker plays a moderate advocacy role for students and does not violate norms of social work confidentiality.	Social worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public while advocating for students in need.	Social worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality while advocating for students and families.
Critical Attributes	• Social Worker is dishonest. • Social Worker does not notice the needs of students and families. • The Social Worker engages in practices that are self-serving. • The Social Worker willfully rejects school district regulations.	• Social Worker is honest. • Social Worker notices the needs of students and families, but is inconsistent in addressing them. • Social Worker does not notice that some school practices result in poor conditions for students.	• Social Worker is honest and known for having high standards of integrity. • Social Worker actively addresses students and families needs. • Social Worker actively works to provide opportunities for student success.	• Social Worker is considered a leader in terms of honesty, integrity, and confidentiality. • Social Worker is highly proactive in serving students and families. • Social Worker makes a concerted effort to ensure opportunities are available for all students to be successful.

		• Social Worker makes decisions professionally, but on a limited basis. • Social Worker complies with school district regulations.	• Social Worker willingly participates in team and departmental decision-making. • Social Worker complies completely with school district regulations.	• Social Worker takes a leadership role in team and departmental decision-making. • Social Worker not only complies with district regulations but also provides feedback when asked regarding district policies/regulations.

Appendix D
School Psychology Rubric

Adopted by the RCCSEC Board
November 10, 2016
Revision Adopted: October 12, 2023

Component	Domain I: Planning and Preparation Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of a variety of assessment instruments and identifying measures that are able to evaluate educational needs and eligibilities.	School psychologist demonstrates little or no knowledge of assessment instruments and is unable to identify instruments that effectively evaluate educational needs and eligibilities.	School psychologist has limited knowledge of assessment instruments for systems, groups, and individuals and inconsistently identifies instruments that effectively evaluate educational needs and eligibilities.	School psychologist has knowledge of a variety of valid and reliable assessment instruments for systems, groups, and individuals and consistently identifies instruments that effectively evaluate educational needs and eligibilities.	School psychologist has extensive knowledge of valid and reliable assessment instruments for systems, groups, and individuals and always identifies instruments that effectively evaluate educational needs and eligibilities.
Critical Attributes	• *Psychologist is not proficient with a variety psychological instruments.* • *Psychologist does not demonstrate desire to expand knowledge of testing instruments.* • *Use incorrect or inappropriate data sources* • *Uses inappropriate or outdated instruments to evaluate educational needs, interventions, and progress*	• *Psychologist is proficient in 5 or fewer psychological instruments.* • *Psychologist does not vary instruments used based on individual student.*	• *Psychologist provides clear explanations of professional knowledge.* • *Psychologist answers questions accurately and provides feedback that furthers understanding* • *Psychologist will demonstrate knowledge of and ability to administer at least 5-8 psychological instruments.* • *Accurately selects this information to suggest appropriate instruments that evaluate educational needs, interventions, and progress*	• *Psychologist's practice reflect recent developments in content-related pedagogy or best practice.* • *Psychologist uses psychological instruments that are appropriate to student development, referral question, and in conjunction with existing data.* • *Accurately selects information to make specific recommendations for effective instruments that evaluate educational needs, interventions, and progress*
Evidence:	Reports, Professional Development records, Log of assessments given			
1b: Demonstrating knowledge of child and adolescent development and psychopathology	Psychologist demonstrates little or no knowledge of child development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
Critical Attributes	• *Psychologist does not understand child development characteristics*	• *Psychologist cites developmental theory but*	• *Psychologist knows, for groups of students, their levels of cognitive development.*	• *Psychologist uses ongoing methods to assess students' skill levels and designs.*

			Psychologist is aware of the different cultural groups.	*Psychologist uses knowledge of child psychopathology to guide decisions and recommendations to expand understanding of team members.*
	and has unrealistic expectations for students. • *Psychologist does not try to ascertain varied ability levels among students.* • *Psychologist is not aware of student interests or cultural heritages.* • *Psychologist takes no responsibility to learn about students' medical or learning disabilities.*	*does not seek to integrate it into practice.* • *Psychologist is aware of the different ability levels but doesn't differentiate practice.* • *Psychologist recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.* • *Psychologist is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.*	• *Psychologist is aware of the different cultural groups.* • *Psychologist is well informed about students' cultural heritage and incorporates this knowledge in practice.* • *Psychologist is competent with child psychopathology.*	• *Psychologist uses knowledge of child psychopathology to guide decisions and recommendations to expand understanding of team members.*
Evidence:	Professional Development, Reports, Performance in meetings and staff collaboration			
1c: Planning and establishing appropriate goals for the psychology department to meet the needs of colleagues and the organization.	Psychologist has no clear goals for the psychology department, or they are inappropriate to either the situation. Psychologist	Psychologist's goals for the psychology department are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the psychology department are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the psychology department are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
Critical Attributes	• *Outcomes lack rigor.* • *Outcomes do not represent important contributions to department.* • *Outcomes are not clear or are stated as activities.*	• *Outcomes represent a mixture of low expectations and rigor.* • *Some outcomes reflect important contributions to department.* • *Outcomes are suitable for most students.*	• *Program outcomes represent high expectations and rigor.* • *Outcomes are related to "big ideas" of the department.* • *Psychologist contributes to meaningful goal setting.*	• *Psychologist connects outcomes to previous and future learning.* • *Psychologist contributes to progress towards to goal.* • *Psychologist engages in progress monitoring towards the goal.*
Evidence	Participation in department meetings, Communication with colleagues, Adherence to relevant policies set by RCCSEC and/or department.			
1d: Demonstrating knowledge of state and federal regulations.-	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or

		resources available more broadly.	with resources external to the district.	district and in the community.
Critical Attributes	• *Psychologist uses only district-provided materials, even when more variety would assist some students/staff/parents.* • *Psychologist does not seek out resources available to expand his/her own skill.* • *Although aware of some student/staff/parent needs, Psychologist does not inquire about possible resources.*	• *Psychologist locates materials and resources for students that are available through the school but does not pursue any other avenues.*	• *Materials are at varied levels.* • *Psychologist facilitates use of Internet resources.* • *Psychologist is knowledgeable in state and federal regulations.*	• *Materials are matched to student skill level.* • *Psychologist is fluent in state and federal regulations and provides guidance to school staff.*
Evidence	Reports, Participation in Meetings, Consultation Logs			
1e: Considering possible interventions and instructional supports based on student needs.	Psychologist does not consider possible academic, behavioral, and social/emotional interventions/supports for students.	Psychologist considers possible academic, behavioral, and social/emotional interventions/supports but inconsistently aligns support to the specific needs of the student(s).	Psychologist considers possible evidence-based academic, behavioral, and social/emotional interventions/supports that target the specific needs of the student(s).	Psychologist thoroughly considers evidence-based academic, behavioral, and social/emotional interventions/supports that targets the specific needs of the student(s) and are connected to building/district goals.
Critical Attributes	• *Does not demonstrate knowledge of evidence-based interventions across all Tiers* • *Does not collaborate with school personnel in order to identify school-wide, at-risk, or special education interventions* • *Unable to suggest or identify appropriate interventions that meet the needs of students*	• *Demonstrates limited knowledge of evidence-based interventions across all Tiers* • *-Collaborates only when requested with school personnel in order to identify school-wide, at-risk, or special education interventions* • *Limited suggestions for appropriate interventions to meet the needs of students*	• *Demonstrates an understanding of the supports and interventions that are available to students across all Tiers* • *Frequently collaborates with school personnel and RtI and Entitlement Consultant in order to develop school-wide, at-risk, or special education interventions* • *Regularly suggests or identifies appropriate interventions that meet the needs of students*	• *-Demonstrates an extensive understanding of the supports and interventions that are available to students across all Tiers* • *-Provides leadership when collaborating with school personnel and tTI and Entitlement in order to develop school-wide, at-risk, or special education interventions* • *Collaborates with RtI and Entitlement Consultant by researching interventions that are available to meet the needs of students and soliciting the obtainment of such materials*
Evidence				

1f: Establishing goals for the school psychologist appropriate to the setting and the students served	School Psychologist has no clear goals or the goals are inappropriate to either the situation.	School Psychologist's goals are rudimentary and only partially suitable to the situation.	School Psychologist's goals are clear and appropriate within the context of the educational setting.	School Psychologist's goals are highly appropriate and personalized based upon multiple factors within the context of the educational setting.
Critical Attributes	• *Goals are not appropriately aligned to meet the needs of student population* • *Lack of collaboration with school or district colleagues in order to develop goals for direct service.*	• *Goals have limited alignment for meeting the needs of student population. .* • *Collaborates with school or district colleagues in the development of goals only when required*	• *Goals are clear and appropriate for meeting the needs of student population.* • *Collaborates with school or district colleagues in order to develop goals for direct services*	• *Goals are clear, appropriate, and highly personalized to context of the educational setting* • *Seeks opportunities for ongoing dialogue with colleagues at school/district level to set goals* • *Goals show awareness of nondiscriminatory practices/assessments to protect against disproportionate labeling or special education identification of students.*
Evidence				

Domain 2 for School Psychologists: The Environment				
Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Establishing rapport with students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Student behavior reflects a high degree of comfort.

	testing center.			
Critical Attributes	• *Psychologist is disrespectful towards students or insensitive to others' ages, cultural backgrounds, and developmental levels.* • *Participants' body language indicates feelings of hurt, discomfort, or insecurity.* • *Psychologist displays no familiarity with, or caring about, individuals.* • *Psychologist disregards disrespectful interactions among others.*	• *The quality of interactions between Psychologist and students, or students, is uneven, with occasional disrespect or insensitivity.* • *Psychologist attempts to foster a respectful environment with uneven results.* • *Psychologist attempts to make connections, but the reactions of others indicate that these attempts are not entirely successful.* • *Psychologist considers others' scheduling and classroom management needs.*	• *Psychologist makes general connections with individuals.* • *Student/teachers/parents exhibit respect for Psychologist.* • *Student/staff interactions are friendly and demonstrate general warmth, caring, and respect.*	• *Psychologist respects and encourages all efforts.* • *Psychologist demonstrates genuine caring and respect for all individuals.*
Evidence	Administrator feedback, Observation			
2b: Working towards establishing a positive culture and climate throughout the school and/or RCCSEC.	School psychologist makes no attempt to establish a culture for positive mental health in the testing environment and/or school. Demonstrates a lack of knowledge and involvement in school-wide/tiered social/emotional and behavioral supports and interventions	School psychologist inconsistently promotes a culture for positive mental health in the testing environment and/or school. Has limited knowledge of school-wide/tiered social/emotional and behavioral supports and interventions	School psychologist consistently promotes a culture for positive mental health in the testing environment and/or school. Demonstrates knowledge of school-wide/tiered social/emotional and behavioral supports and interventions	School psychologist models and facilitates a culture for positive mental health throughout the school. Psychologist is responsive to district need in times of crisis and is willing to adjust schedule to meet immediate student needs.
Critical Attributes	• *Unaware of or not invested in the culture and climate of the school* • *Does not participate in*	• *Has limited knowledge or commitment to supporting the culture and climate of the school*	• *Aware of and actively works to enhance the culture and climate of the school*	• *Invested in establishing a positive culture and climate throughout the school* • *Assumes a leadership role*

	school-wide committees, leadership teams, or problem-solving teams • *Does not participate in nor have knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral interventions*	• *Participates when required in school-wide committees, leadership teams, or problem-solving teams* • *Limited participation in or demonstrates limited knowledge of the planning and/or implementation of Tier 1 social/emotional and behavioral interventions*		
2c: Establishing and maintaining clear procedures	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it and/or the psychologist is unresponsive to teacher requests.	Psychologist has worked with district to established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone and/or the psychologist is working with the district to establish and refine the referral process.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators. The psychologist is responsive to parent referrals.
Critical Attributes	• *Supplies/materials are handled inefficiently, frequently resulting in a loss of productive time.* *Psychologist does not develop a schedule that considers district needs; is ineffective in solving scheduling difficulties which require guidance to solve.*	• *Routines for handling materials and supplies function moderately well. At times, schedule may be adjusted because supplies or materials are not present.*	• *Routines for distribution and collection of materials and supplies work efficiently.* • *Psychologist develops a schedule for therapy/consultation/assessment that meets district needs. Changes are handled smoothly a majority of the time.*	• *Routines for handling materials and supplies are seamless. Psychologist maintains effective access to materials.* • *Psychologist develops and maintains a schedule that optimizes critical time periods.*
Evidence	Documents related to referral process, Administrator feedback			

2d: Establishing standards of conduct in the testing environment	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing environment. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing environment. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing environment. Psychologists monitoring of students is subtle and preventive.
Critical Attributes	• *Psychologist does not engage students productively a majority of the time.* • *Psychologist does not monitor student behavior.* • *Psychologist is unaware of how student behavior affects testing performance.*	• *Psychologist does not vary techniques for engaging students. At times, techniques may be inappropriate to developmental or cultural needs.* • *Psychologist attempts to maintain order in the school setting, referring to classroom rules, but with uneven success.* • *Psychologist attempts to keep track of student behavior, but with no apparent system and no communication.* • *Psychologist's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.*	• *Psychologist uses various techniques to insure that students are productively engaged.* • *Psychologist frequently monitors student behavior.* • *Psychologist's response to student misbehavior is effective.* • *Psychologist will apprise themselves of the Behavior Intervention Plan when appropriate.* • *Psychologist sets clear expectations for student behavior in the testing environment.*	• *Psychologist demonstrates a variety of techniques to engage students productively.* • *Student behavior is entirely appropriate; any student misbehavior is expertly handled.* • *Psychologist silently and subtly monitors student behavior.* • *Psychologist uses an extensive repertoire of techniques to be preventative.* • *Psychologist is aware of how student behavior may impact performance on assessment.*
Evidence	Document examples in pre-observation paperwork, Possible observation by administrator			
2e: Organizing physical space for testing of students and storage of materials	The testing area is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when	Materials in the testing area are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing area is well organized; materials are stored in a secure location and are available when needed.	The testing area is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

Critical Attributes	• There are physical hazards in the classroom, endangering student safety with no attempt by the Psychologist to modify the environment.	• The physical environment is safe and accessible to most student. • The physical environment is not an impediment to testing but does not enhance it. •	• Work space is safe and accessible to all students.	• Modifications are made to the physical environment to accommodate students with special needs.
Evidence	Observation, Administrator feedback (need to consider that aspects of this are outside of our control)			

Domain 3 for School Psychologists: Delivery of Service				
Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Responding to referrals; consulting with teachers and administrators	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
Critical Attributes	• Little or no information regarding the referral status is available. • Families/teachers are unaware of referral timeline. . • Psychologist's spoken language is inaudible, poorly annunciated. • Written language is illegible. Spoken or written language may contain many grammar, syntax, and/or spelling errors.	• Psychologist provides infrequent or incomplete information about the referral status. • Psychologist maintains required records but does little else to inform families and teachers about referral status. • Psychologist's spoken language is audible and clearly annunciated. Written language is legible. Both are used correctly. Vocabulary may be inappropriate to audience and/or is not well explained.	• Psychologist regularly makes information about the referral status available. • Psychologist's spoken and written language is clear and correct. Vocabulary is appropriate to the audience. • Psychologist's explanation of content is clear and invites participation and thinking. • Psychologist describes specific strategies others might use, inviting others' interpretation in the context of what they're learning.	• Psychologist points out possible areas for misunderstanding. • Psychologist's spoken and written language is correct and expressive with well-chosen vocabulary that enriches the communication. • Psychologist regularly makes information about the referral status available and provides information about student performance.

Evidence	Psychologist should be able to cite examples of contributing insights (through record reviews, observation, consultation) to address referral questions. Contact logs, emails.			
3b: Administering and interpreting the appropriate assessments in order to make a thorough evaluation of student educational needs.	School psychologist does not adhere to standardization procedures when administering assessments or does not score assessments accurately.	School psychologist administers assessments adhering to standardization procedures and accurately scores assessments. School psychologist either does not synthesize evaluation data accurately or prepares paperwork that is not understandable to school staff.	School psychologist properly administers assessments adhering to standardization procedures. School psychologist scores and interprets assessments and prepares paperwork that accurately synthesizes evaluation data in a manner understandable to school staff.	School psychologist properly administers assessments adhering to standardization procedures. School psychologist scores and interprets assessments and prepares paperwork that accurately synthesizes evaluation data that are understandable to students (when appropriate), parents, and school staff, and the assessments meaningfully contribute to eligibility determinations.
Critical Attributes	School psychologist does not adhere to standardization procedures when administering assessments or does not score assessments accurately.	School psychologist administers assessments adhering to standardization procedures and accurately scores assessments. School psychologist either does not synthesize evaluation data accurately or prepares paperwork that is not understandable to school staff.	School psychologist properly administers assessments adhering to standardization procedures. School psychologist scores and interprets assessments and prepares paperwork that accurately synthesizes evaluation data in a manner understandable to school staff.	School psychologist properly administers assessments adhering to standardization procedures. School psychologist scores and interprets assessments and prepares paperwork that accurately synthesizes evaluation data that are understandable to students (when appropriate), parents, and school staff, and the assessments meaningfully contribute to eligibility determinations.
Evidence				
3c: Chairing evaluation team	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate paperwork.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings.

			paperwork.	Evaluation paperwork is prepared in an exemplary manner.
Critical Attributes	• Psychologist does not assume leadership of referral team.	• Psychologist assuming basic leadership responsibilities when requested by another team member.	• Psychologist serves as leader at meetings. • Psychologist prepares accurate paperwork.	• Psychologist works with team to determine who would serve as best leader. • Psychologist offers guidance to other team members regarding accurate paperwork completion.
Evidence	Observation during meetings, Administrator feedback, Emails			
3d: Interpreting data to facilitate effective instructional decision-making.	School psychologist does not use data and/or incorrectly interprets data to inform decision making in problem-solving and eligibility meetings.	School psychologist presents data in a way that is not clearly understood by other team members. School psychologist is a passive participant in problem-solving and eligibility meetings	School psychologist clearly interprets data for team members and facilitates effective decision-making in problem-solving and eligibility meetings	School psychologist always interprets data clearly and concisely and promotes effective decision making in a culturally responsive manner across meetings at the system, group, and individual level.
Critical Attributes	• School psychologist refuses to be a part of the problem-solving team or does not participates in discussions about student concerns • Fails to make data-based decisions regarding instruction and interventions • Does not collaborate with other staff	• Participation on the problem-solving team is inconsistent and rarely participates in discussions about student concerns • Has limited knowledge of tools and processes to effectively collect data and monitor progress • Uses incorrect or superfluous data for instructional planning or decision making	• Regularly participates on the problem-solving team and makes meaningful contributions to discussions about student concerns • Consistently uses tools and processes to effectively collect data • Uses accurate data sources to assist with instructional planning, progress monitoring, and decision making	• Provides leadership and/or consults with RtI and Entitlement Consultant/EC to the problem-solving team and facilitates the process so that all members can provide meaningful contributions to discussions about student concerns • Mentors and/or guides others in the use of tools and process to collect data and monitor progress • Relies on a variety of data sources to drive instructional planning, progress monitoring, and decision making

3e: Demonstrating flexibility and responsiveness	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes when confronted with evidence of the need for change.	Psychologist makes revisions when it is needed.	Psychologist is continually seeking ways to improve and makes changes as needed in response to student, parent, or teacher input.
Critical Attributes	• Psychologist is rigid and unwilling to modify practice to meet the needs of the district or student.	• *Psychologist indicates a desire to modify practice to meet the needs of district or student but does so infrequently or when directed by district.*	• *In reflecting on practice, Psychologist cites multiple approaches undertaken.* • *Psychologist demonstrates understanding that there are multiple approaches to a problem.* • *Psychologist modifies practice, as appropriate, to meet student and district needs.*	• Psychologist is responsive and flexible without compromising quality of practice. • *Psychologist conveys to and encourages others that there are more approaches.*
Evidence	Psychologist self-reflection, Examples of collaborative staff interactions, Administrative Feedback			

Domain 4 for School Psychologists: Professional Responsibilities				
Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
Critical Attributes	• *Psychologist draws incorrect conclusions about their practice.* • *Psychologist makes no suggestions for improvement.*	• *Psychologist has a general sense of whether or not practices were effective.* • *Psychologist offers general modifications for future practice.*	• *Psychologist accurately assesses the effectiveness of practice.* • *Psychologist identifies specific ways in which a practice might be improved.*	• *Psychologist's assessment of practice includes specific indicators of effectiveness.* • *Psychologist's suggestions for improvement draw on an extensive repertoire of skills.*

Evidence	Self-reflection, documented on pre-observation form			
4b: Collaborating with teachers, administrators, parents, students.	School Psychologist does not respond to staff and parent requests for information.	School Psychologist responds to staff and parent requests for information within a reasonable timeline.	School Psychologist initiates contact with teachers and administrators to confer regarding student needs; School Psychologist responds promptly and appropriately to parent inquiries.	School Psychologist proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents.
Critical Attributes	• *Little or no information regarding students or the services that are provided are available to parents, staff, and/or community agencies* • *Does not respond to communication requests made by students, parents, staff, and/or community agencies* • *Communication during meetings or consultation is ineffective or disrespectful* • *Does not advocate for the best interests of the student*	• *Some information regarding students or the services that are provided are articulated to parents, staff, and/or community agencies* • *Slow to respond to communication requests made by students, parents, staff, and/or community agencies* • *Communication during meetings or consultation can be ineffective* • *Inconsistently advocates for the best interests of the student*	• *Information regarding students and the services that are provided are regularly articulated to parents, staff, and/or community agencies* • *Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them* • *Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion* *- Communication during meetings or consultation is effective and meaningful* *- Advocates for the best interests of the student*	• *Information regarding students and the services that are provided are initiated by the school psychologist and well-articulated to parents, staff, and/or community agencies* • *Initiates communication and responds to requests made by students, parents, staff.* • *Facilitates effective communication during meetings or consultation* • *Always advocates for the best interests of the student*
4c: Maintaining accurate records	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another

				qualified professional.
Critical Attributes	• *There is no system for either instructional or non-instructional records.* • *Record-keeping systems are in disarray and provide incorrect or confusing information.*	• *Psychologist has a process for recording work completion. However, it may be out of date or the Psychologist may require frequent reminders.*	• *Psychologist's process for recording non-instructional information is both efficient and effective.*	• *All records are completed on time and accurately.*
Evidence	Medicaid Billing, Personal Logs, Student File System			
4d: Participating in a professional community	School Psychologist does not consistently attend required school and required Cooperative meetings. School Psychologist's relationships with colleagues are negative or unprofessional.	School Psychologist inconsistently attends Cooperative required district meetings, is often late, or does not contribute to the meeting. School Psychologist's relationships with colleagues are cordial.	School Psychologist attends required school and required Cooperative meetings, is punctual, and actively participates. The School Psychologist maintains positive and productive relationships with colleagues.	School Psychologist makes a substantial contribution to school and Cooperative meetings, participates on district-level committees, and assumes a leadership role with colleagues.
Critical Attributes	• *Aversive to feedback from colleagues and administration* • *Does not participate in professional collaboration* • *Does not attend department meetings*	• *Inconsistently accepts feedback from colleagues and administration* • *Participates in professional collaboration, but does not contribute* • *Inconsistently attends and rarely participates in department meetings*	• *Accepts feedback from colleagues and administration in order to improve practice* • *Regularly participates in professional collaboration and makes contributions* • *Consistently attends and participates in department meetings* • *Provides in-services or presentations to team* • *Participates on and contributes to RtI committees as requested.*	• *Solicits feedback from colleagues and administration in order to improve practice* • *Assumes a leadership role in professional collaboration Consistently attends and provides expertise to department meetings* • *Provides in-services or presentations to staff, parents, department, colleagues, or other professionals outside of the district* • *Participates on and contributes to RtI committees in collaboration with RtI and Entitlement Consultant.*
Evidence				

4e: Engaging in professional development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Critical Attributes	• *Psychologist is not involved in any activity that might enhance knowledge or skill.* • *Psychologist purposefully resists discussing performance with supervisors or colleagues.* • *Psychologist ignores invitations to join professional organizations or attend conferences.*	• *Psychologist participates in professional activities when they are required or provided by the district.* • *Psychologist reluctantly accepts feedback from supervisors and colleagues.* • *Psychologist contributes in a limited fashion to professional organizations.*	• *Psychologist seeks regular opportunities for continued professional development.* • *Psychologist welcomes colleagues and supervisors for the purposes of gaining insight from their feedback.* • *Psychologist actively participates in organizations designed to contribute to the profession.*	*In addition to the characteristics of "proficient":* • *Psychologist seeks regular opportunities for continued professional development, including initiating action research.* • *Psychologist actively seeks feedback from supervisors and colleagues.*
Evidence	Documentation of conferences attended, Attempts made to share information with colleagues			
4f: Showing professionalism	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Critical Attributes	• *Psychologist is dishonest.* • *Psychologist does not notice the needs of students/teachers/parents.* • *Psychologist engages in practices that are self-serving.* *Psychologist willfully rejects district regulations.*	• *Psychologist is honest.* • *Psychologist notices the needs of students/teachers/parents but is inconsistent in addressing them.* • *Psychologist makes decisions professionally but on a limited basis. Both quantity and quality are limited.*	• *Psychologist is honest and known for having high standards of integrity.* • *Psychologist actively advocates for student/parent/staff needs.* • *Psychologist willingly participates in team and*	• *Psychologist is considered a leader in terms of honesty, integrity, and confidentiality.* • *Psychologist is highly proactive in serving students/teachers/parents.* • *Psychologist takes a leadership role in team and departmental decision making.*

		Psychologist complies with district regulations.	*departmental decision making.* • *Psychologist complies completely with district regulations.*	
Evidence		Administrative Feedback, Self-Reflection, communication records with the tam		

Appendix E
Early Childhood Rubric

Adopted by the RCCSEC Board
November 10, 2016

Domain 1: Planning and Preparation

Component 1a:	Demonstrating Knowledge of Content and Pedagogy
	In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline. Elements of component 1a: • Knowledge of content and the structure of the discipline *Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.* • Knowledge of prerequisite relationships *Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.* • Knowledge of content-related pedagogy *Different disciplines have "signature pedagogies" that have evolved over time and been found to be most effective in teaching.* Indicators: • Lesson and unit plans that reflect important concepts in the discipline • Lesson and unit plans that accommodate prerequisite relationships among concepts and skills • Clear and accurate classroom explanations • Accurate answers to student questions • Feedback to students that furthers learning • Interdisciplinary connections in plans and practice

	Unsatisfactory	Basic	Proficient	Distinguished
1a: *Demonstrating Knowledge of Content and Pedagogy*	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher displays little understanding of prerequisite knowledge important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher demonstrates accurate understanding of prerequisite relationships among topics. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. 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.
Critical Attributes	• *Teacher makes content errors.* • *Teacher does not consider prerequisite relationships when planning.* • *Teacher's plans use inappropriate strategies for the discipline.*	• *Teacher's understanding of the discipline is rudimentary.* • *Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.* • *Lesson and unit plans use limited instructional strategies, and some are not be suitable to the content.*	• *Teacher can identify important concepts of the discipline and their relationships to one another.* • *Teacher provides clear explanations of the content.* • *Teacher answers student questions accurately and provides feedback that furthers their learning.*	• *Teacher cites intra- and interdisciplinary content relationships.* • *Teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.* • *Teacher's plans reflect recent developments in content-related pedagogy.*

| Possible Examples 1a | • The teacher uses only verbal descriptions to teach simple shapes (circle, square, triangle) knowing that his class has only learned the circle.

• The teacher assigns a worksheet to teach one to one correspondence. | • The teacher uses one approach to teach her students new shapes (eg. via flashcards).

• The teacher models counting by using manipulative to teach one to one correspondence only in the whole group setting. | • Once the students have mastered grouping by shape and color, the teacher plans to incorporate a third attribute, like size, into grouping.

• When teaching one to one counting, the teacher uses sets of the pictured objects for small groups or pairs of students to match and sort. Students are encouraged to ask questions. | • The teacher plans for students to create anchor posters of examples of common shapes to display in the math center.

• Following a two day review and practice of one to one correspondence, the teacher introduces and incorporates independent activities into the centers for students to use during free choice time; computer math game, interactive picture books and a coloring activity. |

Component 1b:	Demonstrating Knowledge of Students
	Teachers don't teach content in the abstract; they teach it to *students*. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources that will ensure that they will be able to learn. Elements of component 1b: • Knowledge of child and adolescent development *Children learn differently at different stages of their lives.* • Knowledge of the learning process *Learning requires active intellectual engagement.* • Knowledge of students' skills, knowledge, and language proficiency *What students are able to learn at any given time is influenced by their level of knowledge and skill.* • Knowledge of students' interests and cultural heritage *Children's backgrounds influence their learning.* • Knowledge of students' special needs *Children do not all develop in a typical fashion.* Indicators: • Formal and informal information about students gathered by teacher for use in planning instruction • Student interests and needs learned by teacher for use in planning • Teacher participation in community cultural events • Teacher-designed opportunities for families to share heritage • Database of students with special needs

	Unsatisfactory	Basic	Proficient	Distinguished
1b: *Demonstrating Knowledge of Students*	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 cultural heritage—and does not indicate that such knowledge is valuable.	Teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage yet may apply this knowledge not to individual students but to the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. Teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage.	Teacher understands the active nature of student learning and acquires information about levels of development for individual students. Teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritage.

Critical Attributes	• Teacher does not understand child development characteristics and has unrealistic expectations for students. • Teacher does not try to ascertain varied ability levels among students in the class. • Teacher is not aware of student interests or cultural heritages. • Teacher takes no responsibility to learn about students' medical or learning disabilities.	• Teacher cites developmental theory but does not seek to integrate it into lesson planning. • Teacher is aware of the different ability levels in the class but tends to teach to the "whole group." • Teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. • Teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	• Teacher knows, for groups of students, their levels of cognitive development. • Teacher is aware of the different cultural groups in the class. • Teacher has a good idea of the range of interests of students in the class. • Teacher has identified "high," "medium," and "low" groups of students within the class. • Teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. • Teacher is aware of the special needs represented by students in the class.	• Teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • Teacher seeks out information from all students about their cultural heritage. • Teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

Possible Examples 1b	• The teacher does not incorporate information about individual students' IEP and learning goals when planning daily lessons.	• The teacher knows the students who have IEPs and has read their learning goals but has not purposefully differentiated for these student learning needs in the planning process.	• The teacher uses the district's online data management system to reference IEP information and required accommodations when planning for the class and/or groups.	• The teacher regularly creates IEP based adapted assessment materials for several students needing accommodations. The teacher plans his/her lesson with three different follow-up activities designed to meet the varied ability levels of his/her students.
	• The teacher plans activities without reviewing students' intake data.	• The teacher's lesson plan has the same assignment for the entire class and does not use information about individual students to accommodate different ability levels or interests.	• The teacher creates and uses an excel spreadsheet listing students' levels of cognitive development, family needs and social/emotional information to plan for instruction.	• The teacher regularly incorporates information gathered from families at curriculum night/open house about hopes and goals for their students' learning.
	• A dinosaur center is created with only cut and paste activities without consideration to different interests and ability levels.	• During snack time the teacher listens to the students sharing their personal interest but he/she does not apply what the students share when planning center activities.	• The teacher administers a student or family interest survey at the beginning of the school year and includes what is learned from this information when planning center activities.	• Students use library time to choose books that are of their individual interest. The teacher invites each student to show their chosen book and share what they know about the subject through discussion, art, or writing.

Component 1c:	Setting Instructional Outcomes
	Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will *do*, but what they will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment, through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1. Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines. Elements of component 1c: • Value, sequence, and alignment *Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core Standards.* • Clarity *Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.* • Balance *Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.* • Suitability for diverse students *Outcomes must be appropriate for all students in the class.* Indicators: • Outcomes of a challenging cognitive level • Statements of student learning, not student activity • Outcomes central to the discipline and related to those in other disciplines • Outcomes permitting assessment of student attainment • Outcomes differentiated for students of varied ability

	Unsatisfactory	Basic	Proficient	Distinguished
1c: Setting Instructional Outcomes	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.	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 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.	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.	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.
Critical Attributes	• *Outcomes lack rigor.* • *Outcomes do not represent important learning in the discipline.* • *Outcomes are not clear or are stated as activities.* • *Outcomes are not suitable for many students in the class.*	• *Outcomes represent a mixture of low expectations and rigor.* • *Some outcomes reflect important learning in the discipline.* • *Outcomes are suitable for most of the class.*	• *Outcomes represent high expectations and rigor.* • *Outcomes are related to "big ideas" of the discipline.* • *Outcomes are written in terms of what students will learn rather than do.* • *Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.* • *Outcomes, differentiated where necessary, are suitable to groups of students in the class.*	• *Teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.* • *Teacher connects outcomes to previous and future learning.* • *Outcomes are differentiated to encourage individual students to take educational risks.*

| Possible Examples 1c | • The teacher plans to paste apples on a paper.

• The teacher decides all learning outcomes for the whole class without considering individual student needs. | • Activities in a unit about apples are related to outcomes but are not coordinated across content areas.

• The outcomes are written with the needs of the "middle" group in mind; however, however, students' IEP, cultural or social/emotional needs are not addressed. | • The learning outcomes for an apple study are identified as life cycle, key vocabulary, sequencing, measurement and counting.

• The teacher writes outcomes in a way that allows groups or individual students to approach activities at their levels or learning modalities. | • The teacher develops a concept map that links previous current and future learning goals and outcomes by connecting the essential idea of life cycles beginning with apples and extending to humans/animals.

• The teacher reviews goals and modifies project objectives and expectations to align with students' IEP, cultural or social needs. |

Component 1d:	Demonstrating Knowledge of Resources

Student learning is enhanced by a teacher's skillful use of resources. Some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide no instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

Elements of component 1d:
- Resources for classroom use

Materials must align with learning outcomes.
- Resources to extend content knowledge and pedagogy

Materials that can further teachers' professional knowledge must be available.
- Resources for students

Materials must be appropriately challenging.

Indicators:
- Materials provided by the district
- Materials provided by professional organizations
- Range of texts
- Internet resources
- Community resources
- Ongoing participation by teacher in professional education courses or professional groups
- Guest speakers

	Unsatisfactory	Basic	Proficient	Distinguished
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is teacher aware of resources for expanding one's own professional skill.	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.	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.	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.
Critical Attributes	• Teacher uses only district-provided materials, even when more variety would assist some students. • Teacher does not seek out resources available to expand his/her own skill. • Although aware of some student needs, teacher does not inquire about possible resources.	• Teacher uses materials in the school library but does not search beyond the school for resources. • Teacher participates in content-area workshops offered by the school but does not pursue other professional development. • Teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	• Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • Teacher facilitates use of Internet resources. • Resources are multidisciplinary. • Teacher expands knowledge through professional learning groups and organizations. • Teacher pursues options offered by universities. • Teacher provides lists of resources outside the classroom for students to draw on.	• Texts are matched to student skill level. • Teacher has ongoing relationship with colleges and universities that support student learning. • Teacher maintains log of resources for student reference. • Teacher pursues apprenticeships to increase discipline knowledge. • Teacher facilitates student contact with resources outside the classroom.

Possible Examples 1d	• The teacher does not seek out school, district, or community resources beyond the classroom to enhance units.	• The teacher thinks students would benefit from hearing from a professional and contacts he/she to visit the classroom during the unit.	• The teacher generates a list of resources including websites and community partners that will help enrich a unit.	• The teacher organizes field trips and expert visits in the community after surveying students on what they know and don't know about the unit (fire department, ambulance, doctors, dentists, etc.)

Component 1e:	Designing Coherent Instruction
	Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3. Elements of component 1e: • Learning activities *Instruction is designed to engage students and advance them through the content.* • Instructional materials and resources *Aids to instruction are appropriate to the learning needs of the students.* • Instructional groups *Teachers intentionally organize instructional groups to support student learning.* • Lesson and unit structure *Teachers produce clear and sequenced lesson and unit structures to advance student learning.* Indicators: • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • Use of varied resources • Thoughtfully planned learning groups • Structured lesson plans

	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing Coherent Instruction	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 time allocations reasonable.	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.
Critical Attributes	• *Learning activities are boring and/or not well aligned to the instructional goals.* • *Materials are not engaging or do not meet instructional outcomes.* • *Instructional groups do not support learning.* • *Lesson plans are not structured or sequenced and are unrealistic in their expectations.*	• *Learning activities are moderately challenging.* • *Learning resources are suitable, but there is limited variety.* • *Instructional groups are random, or they only partially support objectives.* • *Lesson structure is uneven or may be unrealistic about time expectations.*	• *Learning activities are matched to instructional outcomes.* • *Activities provide opportunity for higher-level thinking.* • *Teacher provides a variety of appropriately challenging materials and resources.* • *Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.* • *The plan for the lesson or unit is well structured, with reasonable time allocations.*	• *Activities permit student choice.* • *Learning experiences connect to other disciplines.* • *Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.* • *Lesson plans differentiate for individual student needs.*

Possible Examples 1e	• The teacher organizes his/her class in rows, seating the students alphabetically; he/she plans to have students stay in groups of four for the first nine weeks of school. • The teacher's lesson plans are written on sticky notes in his/her grade book; they indicate: lecture, activity, or test, along with page numbers in the text.	• The teacher always lets students self- select a working group because they behave better when they can choose with whom to sit. • The teacher's lesson plans are well formatted, but the timing for many activities are typically too short to focus deeply upon the key concepts.	• The teacher plans for students to complete a project in small groups; he/she carefully selects group members by their ability level and learning style. • The teacher reviews lesson plans with his/her principal; they are well structured, with pacing times and activities clearly indicated.	• After the cooperative group lesson, the students will reflect on their participation and focus upon "celebrations...what worked well" and "concentrations...what can we improve". • The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his/her students to link the current lesson outcomes to those they previously learned.

Component 1f:	Designing Student Assessments
	Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes. Elements of component 1f: • Congruence with instructional outcomes *Assessments must match learning expectations.* • Criteria and standards *Expectations must be clearly defined*. • Design of formative assessments *Assessments for learning must be planned as part of the instructional process.* • Use for planning *Results of assessment guide future planning.* Indicators: • Lesson plans indicating correspondence between assessments and instructional outcomes • Assessment types suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments available for individual students as needed • Expectations clearly written with descriptors for each level of performance • Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

	Unsatisfactory	Basic	Proficient	Distinguished
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and contain no criteria by which student performance will be assessed. Teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	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. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	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.

Critical Attributes	• Assessments do not match instructional outcomes. • Assessments have no criteria. • No formative assessments have been designed. • Assessment results do not affect future plans.	• Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students.	• All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments when they are necessary for some students. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data.	• Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Teacher-designed assessments are authentic, with real-world application as appropriate. • Students develop rubrics according to teacher-specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input.
Possible Examples 1f	• The teacher uses observation but no documentation as the only means for assessing behavior.	• The teacher uses a social emotional checklist with a numerical range, but no narrative descriptors of levels to assess student behavior.	• The teacher uses a social emotional checklist with a numerical range, and narrative descriptors of levels to assess student behavior.	• The teacher designs and/or uses instruments to measure social emotional growth in concert with other teachers and families.

Domain 2: The Classroom Environment

Component 2a:	Creating an Environment of Respect and Rapport
	An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students. "Respect" shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an environment of respect and rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing student behavior). Elements of component 2a: • Teacher interactions with students, including both words and actions *A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.* • Student interactions with other students, including both words and actions *As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.* Indicators: • Respectful talk, active listening, and turn taking • Acknowledgement of students' background and lives outside the classroom • Body language indicative of warmth and caring shown by teacher and students • Physical proximity • Politeness and encouragement • Fairness

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	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, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for teacher. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for 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 taking intellectual risks.
Critical Attributes	• *Teacher is disrespectful towards students or insensitive to students' ages, cultural backgrounds, and developmental levels.* • *Students' body language indicates feelings of hurt, discomfort, or insecurity.* • *Teacher displays no familiarity with, or caring about, individual students.* • *Teacher disregards disrespectful interactions among students.*	• *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.* • *Teacher attempts to respond to disrespectful behavior among students, with uneven results.* • *Teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.*	• *Talk between teacher and students and among students is uniformly respectful.* • *Teacher successfully responds to disrespectful behavior among students.* • *Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.* • *Teacher makes general connections with individual students.* • *Students exhibit respect for teacher.*	• *Teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.* • *There is no disrespectful behavior among students.* • *When necessary, students respectfully correct one another in their conduct towards classmates.* • *Students participate without fear of put-downs or ridicule from either the teacher or other students.* • *Teacher respects and encourages students' efforts.*

Possible Examples 2a				
	• The teacher does not define classroom expectations to class on a regular basis or responds to students in a disrespectful manner.	• The teacher reminds students of classroom expectations, "Are you using kind words?", but does not model an alternative approach to inappropriate student statement.	• The teacher reminds students of classroom expectations, "Are you using kind words?" and models an appropriate response which student(s) then use.	• Students model or enforce the classroom expectations by saying, "Quiet please" or give a quiet sign to classmates who are talking while the teacher or another student is speaking with limited or no prompting by teacher.
	• Many students talk when the teacher and other students are talking; the teacher does not address or yells, "Be quiet!".	• The students attend passively during the whole group discussion to what the teacher says but tend to talk or interrupt each other when working in small groups or at center time.	• The teacher and students use courtesies on a regular basis during whole group and small group work such as "please," "thank you," and "excuse me."	• The teacher and students wait for classmates to finish speaking before beginning to talk or extend what classmate is saying OR students clap enthusiastically for classmates with no prompting from teacher.
	• The teacher does not call students by their individual name OR use any background information when interacting with students.	• The teacher uses student names during instruction but only limited linkages to student interests/needs during directions or interactions.	• The teacher uses background information based upon group or individual student interests/needs when talking with students.	• The teacher inquires about a student's soccer game last weekend or about a new baby brother or sister at home when working with individual students (uses family info or specific interests/concerns).
	• The students roll their eyes at a classmate's idea; the teacher does not respond OR does not intervene when students refuse to work with other students.	• A few of the students encourage classmates with statements, "Good job!" or "That's it!".	• Most students help each other and accept help from each other or use encouraging language like, "That is really good!" or "I like the way that you did that!" with occasional prompting from the teacher.	• Students help other students through words or actions; such as a student brings another student their backpack that was left on the hook at the end of the day or offers to help with no prompting from teacher.

Component 2b:	Establishing a Culture for Learning

"A culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance,   and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a   shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and   students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students' natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An insistence on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a businesslike place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

Elements of component 2b:
- Importance of the content and of learning

In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.
- Expectations for learning and achievement

In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are   prepared to work hard. A manifestation of teachers' expectations for high student achievement is their insistence on the use of precise language by students.
- Student pride in work

When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is   reflected in their interactions with classmates and with the teacher.

Indicators:
- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a Culture for Learning	The classroom culture 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 is 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.	The classroom culture is characterized by little commitment to learning by teacher or students. 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. 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.	The classroom culture is a place where learning is valued by all, with high expectations for both learning and hard work the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. Teacher conveys high expectations for learning by 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.
Critical Attributes	• *Teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.* • *Teacher conveys to at least some students that the work is too challenging for them.* • *Students exhibit little or no pride in their work.* • *Students use language incorrectly; teacher does not correct them.*	• *Teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing to external forces the need to do the work.* • *Teacher conveys high expectations for only some students.* • *Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."* • *Teacher's primary concern appears to be to complete the task at hand.* • *Teacher urges, but does not insist, that students use precise language.*	• *Teacher communicates the importance of the content and the conviction that with hard work all students can master the material.* • *Teacher demonstrates a high regard for students' abilities.* • *Teacher conveys an expectation of high levels of student effort.* • *Students expend good effort to complete work of high quality.* • *Teacher insists on precise use of language by students.*	• *Teacher communicates passion for the subject.* • *Teacher conveys the satisfaction that accompanies a deep understanding of complex content.* • *Students indicate through their questions and comments a desire to understand the content.* • *Students assist their classmates in understanding the content.* • *Students take initiative in improving the quality of their work.* • *Students correct one another in their use of language.*

Possible Examples 2b	• The teacher says to whole group, "We are NOT ready for ABC pattern because you just can't get AB right, SO here we go again!"	• The teacher says to whole group: "We have been working on AB pattern and SOME of you are so good and are ready to go on but SOME of you need to try harder to get this pattern today."	• The teacher says: "We have been working on AB pattern and you are getting good at that one so we are going to try an even harder one today. But let me review we you a few confusions from yesterday…"	• A student asks a classmate for help with the new pattern that they are working on OR asks the classmate to check to see if his pattern is correct.

Component 2c:	Managing Classroom Procedures
	A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself." Elements of component 2c: • Management of instructional groups *Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.* • Management of transitions *Many lessons engage students in different types of activities: large-group, small-group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly.* • Management of materials and supplies *Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.* • Performance of classroom routines *Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.* Indicators: • Smooth functioning of all routines • Little or no loss of instructional time • Students playing an important role in carrying out the routines • Students knowing what to do, where to move

	Unsatisfactory	Basic	Proficient	Distinguished
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of teacher's managing instructional groups and transitions and/or handling of materials and supplies, effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. 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.	There is little loss of instructional time due to effective classroom routines and procedures. 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.	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.
Critical Attributes	• Students not working with teacher are not productively engaged. • Transitions are disorganized, with much loss of instructional time. • There do not appear to be any established procedures for distributing and collecting materials. • A considerable amount of time is spent off task because of unclear procedures.	• Students not working directly with teacher are only partially engaged. • Procedures for transitions seem to have been established, but their operation is not smooth. • There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. • Classroom routines function unevenly.	• Students are productively engaged during small-group or independent work. • Transitions between large- and small- group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly.	• With minimal prompting by teacher, students ensure that their time is used productively. • Students take initiative in distributing and collecting materials efficiently. • Students themselves ensure that transitions and other routines are accomplished smoothly. Classroom routines function automatically

Possible Examples 2c	• During center time, some students in different groups yell, "I don't know what to do" or "I don't have my crayons and Ralph won't share with me!", interrupting the teacher's work with a reading group. • Transitions from whole to small group take over 15 minutes because there are long lines of students waiting to get materials/supplies.	• During center time, some students, not working with the teacher, are off task or just sitting and not doing the assigned activity. • Transitions from whole to small group activities require about 5 minutes with lots of repeated directions from teacher about what materials/supplies to bring to group.	• During center time, students have established roles and responsibilities; the material captain passes out materials, the conversation captain reads the directions outloud for the group etc. • Transitions for students take less than 3 minutes with limited prompting from teacher about required materials/supplies OR the teacher has an established timing device, such as counting down, to signal students transition with quick, efficient response.	• During center time, students monitor and support each other in completing literacy activity with limited or no prompting or monitoring from teacher. • Transitions are accomplished in a seamless manner where all students complete task in 1 to 2 minutes OR have students prompting each other about steps in the transition based upon visual classroom chart.

Component 2d:	Managing Student Behavior
	In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content. Elements of component 2d: • Expectations *It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.* • Monitoring of student behavior *Experienced teachers seem to have eyes "in the backs of their heads"; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, reengage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe.* • Response to student misbehavior *Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.* Indicators: • Clear standards of conduct, possibly posted, and possibly referred to during a lesson • Absence of acrimony between teacher and students concerning behavior • Teacher awareness of student conduct • Preventive action when needed by the teacher • Absence of misbehavior • Reinforcement of positive behavior

	Unsatisfactory	Basic	Proficient	Distinguished
2d: Managing Student Behavior	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.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. Teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual
Critical Attributes	• *The classroom environment is chaotic, with no standards of conduct evident.* • *Teacher does not monitor student behavior.* • *Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.*	• *Teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.* • *Teacher attempts to keep track of student behavior, but with no apparent system.* • *Teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.*	• *Standards of conduct appear to have been established and implemented successfully.* • *Overall, student behavior is generally appropriate.* • *Teacher frequently monitors student behavior.*	• *Student behavior is entirely appropriate; any student misbehavior is minor and swiftly handled.* • *Teacher silently and subtly monitors student behavior.* • *Teacher's response to student misbehavior is effective.*
Possible Examples 2d	• Most students continue to talk at their tables when the "quiet signal" is shown, with no attempt by the teacher to silence them or reinforce expectations. • During rug time, two students are consistently shouting while the teacher reads aloud and asks questions about the story. The teacher does not address or correct these students behavior.	• The "quiet signal" chart is posted with classroom rules, but neither the teacher nor the students refer to it when the quiet signal is ignored. • During rug time, as the teachers reads aloud and asks questions about the story the teacher repeatedly has to stop and respond, "Please raise your hand before talking"; "Be quiet; go flip your card"; or sometimes just ignores the student behavior and continues to read.	• When the teacher shows the "quiet signal", students quickly stop talking and most students model the "quiet signal" to the teacher. • During rug time, as the teacher reads aloud and asks questions about the story, students wait to be called and then can respond or ask another student to respond. If student shouts out, teacher gives one reminder to wait to be called upon and then has the students "flip their card".	• In small groups, students show or remind other classmates of the classroom "quiet signal" as needed without prompting or reminders from teacher OR students make suggests for improving use of quiet signal during a classroom discussion. • During rug time, the teacher reminds the students of expectations for responding to story questions and then silently motions/monitors as different students respond to questions or build off of other student responses.

Component 2e:	Organizing Physical Space

	The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronic and other technology. Elements of component 2e: • Safety and accessibility *Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.* • Arrangement of furniture and use of physical resources *Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are skillfully used, students can engage with the content in a productive manner. At the highest levels of performance the students themselves contribute to the physical environment.* Indicators include: • Pleasant, inviting atmosphere • Safe environment • Accessibility for all students • Furniture arrangement suitable for the learning activities • Effective use of physical resources, including computer technology, by both teacher and students

	Unsatisfactory	Basic	Proficient	Distinguished
2e: Organizing Physical Space	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.	The classroom is safe, and essential learning is accessible to most students. Teacher makes modest use of physical resources, including computer technology. Teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. 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.

Critical Attributes	• There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear teacher or board. • Available technology is not being used even if it is available and its use would enhance the lesson.	• The physical environment is safe, and most students can see and hear. • The physical environment is not an impediment to learning but does not enhance it. • Teacher makes limited use of available technology and other resources.	• The classroom is safe, and all students are able to see and hear. • The classroom is arranged to support the instructional goals and learning activities. • Teacher makes appropriate use of available technology.	• Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the learning activities and the physical environment. • Students take the initiative to adjust the physical environment. • Teacher and students make extensive and imaginative use of available technology.

Possible Examples 2e	• The learning centers are not organized with materials/supplies labeled and many materials in tubs are broken or missing.	• The learning center resources are not organized with materials/supplies consistently labeled so that students can work independently of teacher.	• The learning centers are organized and materials/supplies visually labeled with colored pictures or flowcharts for students to use independent of the teacher.	• Students maintain the learning centers by using the center's colored pictures or flowcharts that highlight how the center should look before moving to the next one.

Domain 3: Instruction

Component 3a:	Communicating with Students
	Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students. Elements of component 3a: • Expectations for learning *The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.* • Directions for activities *Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.* • Explanations of content *Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.* • Use of oral and written language *For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.* Indicators: • Clarity of lesson purpose • Clear directions and procedures specific to the lesson activities • Absence of content errors and clear explanations of concepts and strategies • Correct and imaginative use of language

	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. Teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. Teacher's spoken or written language contains errors of grammar or syntax. Teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. Teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. Teacher' spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. Teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including here it is situated within broader learning; corrections and procedures are explained clearly and may be modeled. Teacher's explanation of content is scaffolded, clear, accurate and connects with students' knowledge and experience. During the explanation of content, teacher focuses, as appropriate, on strategies students can use when working independently and invites t intellectual engagement. Teacher's spoken and written language is clear, correct and is suitable to students' ages and interests. Teacher's use of academic vocabulary is precise and serves to extend student understanding.	Teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. 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 to their classmates and suggesting strategies that might be used. Teacher's spoken and written language is expressive, and 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.

Critical Attributes			
• At no time during the lesson does teacher convey to students what they will be learning. • Students indicate through their questions that they are confused about the learning task. • Teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through body language or questions that they don't understand the content being presented. • Teacher's communications include errors of vocabulary or usage or imprecise use of academic language. • Teacher's vocabulary is inappropriate to the age or culture of the students.	• Teacher provides little elaboration or explanation about what the students will be learning. • Teacher must clarify the learning task so students can complete it. • Teacher makes no serious content errors but may make minor ones. • Teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. • Teacher's explanations of content are purely procedural, with no indication of how students can think strategically. • Teacher's vocabulary and usage are correct but unimaginative. • When teacher attempts to explain academic vocabulary, the effort is partially successful. • Teacher's vocabulary is too advanced, or too juvenile, for students.	• Teacher states clearly, at some point during the lesson, what the students will be learning. • If appropriate, teacher models the process to be followed in the task. • Students engage with the learning task, indicating that they understand what they are to do. • Teacher makes no content errors. • Teacher's explanation of content is clear and invites student participation and thinking. • Teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. • Teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • Teacher's vocabulary is appropriate to students' ages and levels of development.	• If asked, students are able to explain what they are learning. • Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • Teacher points out possible areas for misunderstanding. • Teacher invites students to explain the content to their classmates. • Students suggest other strategies they might use in approaching a challenge or analysis. • Teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • Students use academic language correctly.

Possible Examples 3a				
	• The explanation is incorrect or incomplete	• The teacher explains/teaches without models or visuals.	• As the teacher presents information he/she shows acorns and pinecones in the science center for students to explore.	• The teacher individualizes use of presentation modalities based on students' preferences, learning background as she/he moves from student to student during independent work time.
	• The teacher discourages the attempts made by the children to discuss the stories and/or draw the appropriate comparisons.	• The teacher reads Johnny Appleseed and Miss Rumphius but there is no discussion of the stories or comparison drawn.	• The teacher compares and contrasts the differences between Johnny Appleseed and Miss Rumphius.	• The teacher compares and contrasts the differences between Johnny Appleseed and Miss Rumphius and invites the students to add his/her ideas and/or relevant experiences.
	• The teacher uses terms or words without explaining their meanings and/or uses the word "ain't" or "don't cha-know"?	• The teacher uses correct vocabulary and corrects students who use incorrect vocabulary	• The teacher uses correct vocabulary, corrects students who use incorrect vocabulary and he/she introduces new vocabulary in context for students.	• The teacher invites other students to explain new words or terms to their peers as well as encouraging the usage of the new vocabulary
	• The teacher hand out materials with no directions	• The teacher says, "Watch me while I show you how to _____," directing students only to watch and listen.	• The teacher puts children in small groups and lets them do___along with him/her, and the teacher explains what they are doing.	• The teacher puts the children in small groups, lets them_____, and then has them explain what they have with their peers.

Component 3b:	Using Questioning and Discussion Techniques

Elements of component 3b:

- Quality of questions/prompts

Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.

- Discussion techniques

Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining their thinking and justifying their conclusions. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x" when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.

- Student participation
- *In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.*

Indicators:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give and take with the teacher and with their classmates
- High levels of student participation in discussion

	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using Questioning and Discussion Techniques	Teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation-style, with teacher mediating all questions and answers; teacher accepts all contributions without asking students to justify their reasoning. Only a few students participate in the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. 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 teacher may use some low-level questions, he or she poses questions designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. 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.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level 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.
Critical Attributes	• *Questions are rapid-fire and convergent, with a single correct answer.* • *Questions do not invite student thinking.* • *All discussion is between teacher and students; students are not invited to speak directly to one another.* • *Teacher does not ask students to explain their thinking.*	• *Teacher frames some questions designed to promote student thinking, but many have a single correct answer, and teacher calls on students quickly.* • *Teacher invites students to respond directly to one another's ideas, but few students respond.* • *Teacher calls on many students, but only a small number actually participate in the discussion.*	• *Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.* • *Teacher makes effective use of wait time.* • *Discussions enable students to talk to one another without ongoing mediation by teacher.* • *Teacher calls on most students, even those who don't initially volunteer.* • *Many students actively engage in the discussion.*	• *Teacher builds on and uses student responses to questions in order to deepen student understanding.* • *Students extend the discussion, enriching it.* • *Virtually all students are engaged in the discussion.*

Possible Examples 3b				
	• A student responds to a question with wrong information, and the teacher doesn't correct or follow up with additional information.	• A student responds to a question with wrong information, and the teacher corrects the student but does not give any follow up information.	• A student responds to a question with wrong information and the teacher corrects the student and follows up by providing additional or extended information for the student.	• A student responds to question with wrong information and the teacher corrects the student, provides additional information and ties the information to other interests, or events in the world or the child's life that make it relevant.
	• The teacher does not ask any questions or if questions are asked the teacher answers them his/herself instead of eliciting student response.	• The teacher asks, "Who has an idea about this?" The same three students offer comments and teacher does no	• The teacher poses a question, asking every student to draw a picture or write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class	• The teacher asks students in teams, "What is another way in which we might figure this out?" and gives teams time to develop additional ideas and questions. Each team has the opportunity to share what they have come up with so other teams may also offer ideas and questions.
	• All discussion is done whole group with all interactions being directed solely at and by the teacher.	• Most discussion is done whole group with a few opportunities for pairs to "turn-n-talk" to each other but no follow-up from the paired discussion.	• Most discussion moves from whole group key concepts/ideas/experiences, to applications in pairs or small groups, and then back to whole group review with individual application/accountability at some time during the discussion.	• Discussion moves from whole group with key concepts/ideas/experiences, to partner "turn and talk" or "think, pair, share" but then moves into small group discussions that are student led with the teacher only offering prompts to keep the conversation on point.

• The teacher asks: "What color was the beanstalk? – A question that involves a one word answer, no higher-level thinking and has no follow up.	• The teacher asks: "What happened in the story?" – a question that involves more than a one word answer but is only summarizing representing a low level of thinking, additionally, there are no follow up to this question.	• The teacher asks: "Why do you think Jack went up the beanstalk? A very high level, open-ended question, And follows up by asking the child to explain his or her thinking as to why he/she answered in this manner and also prompts the child to tie the answer back to something he/she heard, read, or saw in a picture in the story.	• The teacher asks: "Why do you think Jack went up the beanstalk? And follows up by asking the child to explain his or her thinking as to why he/she answered in this manner and also prompts the child to tie the answer back to something he/she heard, read, or saw in a picture in the story. And other children begin to agree, disagree, share other ideas and ask follow up questions to each other and the teacher moves into a facilitative role.

Component 3c:	Engaging Students in Learning

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are "What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?" If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be "minds-on."

Elements of component 3c:
- Activities and assignments

The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.
- Grouping of students

How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups.
Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.
- Instructional materials and resources

The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.
- Students actively "working," rather than watching while their teacher "works"
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

- Structure and pacing

No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes   time for reflection and closure.

- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works"

Indicators:
- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works"
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging Students in Learning	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.	The learning tasks and activities 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 "down time."	The learning tasks and activities are 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.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking on their part. 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.

Critical Attributes	• Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed.	• Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive, the learning consisting primarily of facts or procedures. • The instructional groupings used are moderately appropriate to the activities. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven— suitable in parts but rushed or dragging in others.	• Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Teacher uses groupings that are suitable to the lesson activities. • Materials and resources require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged.	• Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Possible Examples 3c	• Most students disregard the assignment/activities/task given by the teacher; it appears to be much too difficult for them. The teacher makes no adaptations.	• Some of the students are figuring out how do complete the assignment/activity/task; the others seem to be unsure how they should proceed. The teacher gives all the students' additional time to figure out the assignment.	• The task/assignment/activity was differentiated for students based on their abilities. Almost all of the students are able to complete their task and the teacher has extension activities for the fast finishers.	• The teacher provides opportunities for each student to explain to the class how they completed the task/assignment/activity and share what they learned from the experience.

Component 3d:	Using Assessment in Instruction
	Assessment of student learning plays an important new role in teaching: no longer signaling the *end* of instruction, it is now recognized to be an integral *part* of instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students. A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing do is quite different in the two situations. Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually to teach them the necessary skills of monitoring their own learning against clear standards. But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making midcourse corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation. Elements of component 3d: • Assessment criteria *It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.* • Monitoring of student learning *A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.* • Feedback to students *Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.* • Student self-assessment and monitoring of progress *The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.*

Indicators:
- Teacher paying close attention to evidence of student understanding
- Teacher posing specifically created questions to elicit evidence of student understanding
- Teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction	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 poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is 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. Teacher successfully differentiates instruction to address individual students' misunderstandings.
Critical Attributes	• *Teacher gives no indication of what high-quality work looks like.* • *Teacher makes no effort to determine whether students understand the lesson.* • *Students receive no feedback, or feedback is global or directed to only one student.* • *Teacher does not ask students to evaluate their own or classmates' work.*	• *There is little evidence that the students understand how their work will be evaluated.* • *Teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.* • *Feedback to students is vague and not oriented toward future improvement of work.* • *Teacher makes only minor attempts to engage students in self- or peer assessment.*	• *Teacher makes the standards of high- quality work clear to students.* • *Teacher elicits evidence of student understanding.* • *Students are invited to assess their own work and make improvements; most of them do so.* • *Feedback includes specific and timely guidance at least for groups of students.*	• *Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.* • *Teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.* • *Students monitor their own understanding, either on their own initiative or as a result of tasks set by teacher.* • *High-quality feedback comes from many sources, including students; it is specific and focused on improvement.*

Possible Examples 3d	• A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.	• The teacher asks, "Does anyone have a question?", and then quickly moves on without allowing time for the students to formulate a question.	• The teacher circulates during small- group or independent work, offering suggestions to students based upon reviewing the group's work/talking with them about their understanding of the learning project.	• The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.
	• The teacher provides no feedback (e.g. "When you are finished with your work you can go to your center.")	• The teacher provides vague feedback to the whole group (e.g. "Good job boys and girls.")	• The teacher uses specifically formulated questions to elicit evidence of student understanding.	• While students are working, the teacher circulates, providing specific feedback to individual students.
	• During center time, the student completes a structured activity with an assigned adult, and then is told to go play with no connection to a learning goal/outcome.	• The teacher, after receiving a correct response from one student, continues, without ascertaining whether other students understand the concept.	• The teacher gives specific feedback to a group or individual (e.g. "Sam, I like the way you worked hard to draw a picture to match the story.")	• The teacher uses Popsicle sticks or exit tickets to elicit evidence of individual student understanding.
	• No formative assessment is conducted on individual student learning progress.	• The teacher will ask questions directed to the whole group. Several students shout out the answer but the teacher does not check for other student understanding.	• Strategic formative assessment is conducted on individual student learning.	• Students offer feedback to their classmates on their work.

Component 3e:	Demonstrating Flexibility and Responsiveness
	"Flexibility and responsiveness" refer to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will on occasion find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks. Elements of component 3e: • Lesson adjustment *Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or midcourse corrections. Such adjustments depend on a teacher's store of alternate instructional strategies and the confidence to make a shift when needed.* • Response to students *Occasionally during a lesson an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.* • Persistence *Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.* Indicators: • Incorporation of student interests and events of the day into a lesson • Visible adjustment in the face of student lack of understanding • Teacher seizing on a teachable moment

	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	Teacher adheres rigidly to an instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students have difficulty learning, teacher blames them or their home environment for their lack of success.	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.	The teacher successfully accomodates 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.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student 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, teacher persists in seeking effective approaches for students who need help.
Critical Attributes	• *Teacher ignores indications of student boredom or lack of understanding.* • *Teacher brushes aside student questions.* • *Teacher conveys to students that when they have difficulty learning it is their fault.* • *In reflecting on practice, teacher does not indicate that it is important to reach all students.* • *Despite evident student confusion, teacher makes no attempt to adjust the lesson.*	• *Teacher's efforts to modify the lesson are only partially successful.* • *Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.* *Teacher conveys to students a level of responsibility for their learning but also his or her uncertainty about how to assist them.* • *In reflecting on practice, teacher indicates the desire to reach all students but does not suggest strategies for doing so.*	*When improvising becomes necessary, teacher makes adjustments to the lesson. Teacher incorporates students' interests and questions into the heart of the lesson.* *Teacher conveys to students that s/he has other approaches to try when the students experience difficulty.* *In reflecting on practice, teacher cites multiple approaches undertaken to reach students having difficulty.*	• *Teacher's adjustments to the lesson, when needed, are designed to assist individual students.* • *Teacher seizes on a teachable moment to enhance a lesson.* • *Teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use.* • *In reflecting on practice, teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.*

Possible Examples 3e	• The teacher says, "If you'd just pay attention, you could understand this."	• The teacher says, "I realize not everyone understands this but we can't spend any more time on it."	The teacher illustrates "thinking about the activity" to a student using his/her interest in basketball as a context	• The teacher incorporates the guest speaker from last week into an explanation on the lesson about community and community helpers.

Domain 4: Professional Responsibilities

Component 4a:	Reflecting on Teaching
	Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.
	Elements of component 4a:
	• Accuracy
	As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.
	• Use in future teaching
	If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.
	Indicators:

	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	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. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	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, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	• Teacher considers the lesson but draws incorrect conclusions about its effectiveness. • Teacher makes no suggestions for improvement.	• Teacher has a general sense of whether or not instructional practices were effective. • Teacher offers general modifications for future instruction.	• Teacher accurately assesses the effectiveness of instructional activities used. • Teacher identifies specific ways in which a lesson might be improved.	• Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • Teacher's suggestions for improvement draw on an extensive repertoire.
Possible Examples 4a	• Despite evidence to the contrary, the teacher says, "My students did great on that lesson!" • The teacher says, "I have tried everything with this class in centers; I don't think that anything works!"	• At the end of the lesson the teacher says, "I guess that went okay. Overall most of the students seemed to really enjoy the activity and work well together." • The teacher says, "I guess I could try_____and to improve student learning during center time."	• The teacher says, "I wasn't pleased with the level of student learning because only 13 out of the 20 students were able to complete the activity accurately." • The teacher's upcoming lesson plan includes several modifications for the learning center procedures to improve student involvement.	• The teacher says, "I think that lesson worked pretty well, although I was disappointed in how Jimmy and Andrea worked as a pair at the back table. They did not complete steps 4 and 5 of the activity while the rest of the pairs completed all 5 steps accurately." • Based conversation with colleagues and internet searches, the teacher is trying two different approaches for grouping students differently during center time.

Component 4b:	Maintaining Accurate Records
	An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders. Elements of component 4b: • Student completion of assignments *Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.* • Student progress in learning *In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.* • Noninstructional records *Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip or which students have paid for their school pictures.* Indicators: • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instructional outcomes • Processes of maintaining accurate noninstructional records

	Unsatisfactory	Basic	Proficient	Distinguished
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by teacher, prone to errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	• There is no system for either instructional or noninstructional records. • Record-keeping systems are in disarray and provide incorrect or confusing information.	• Teacher has a process for recording student work completion. • Teacher's process for tracking student progress is cumbersome to use. • Teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.	• Teacher's process for recording completion of student work is efficient and effective. • Teacher has an efficient and effective process for recording student attainment of learning goals. • Teacher's process for recording noninstructional information is both efficient and effective.	In addition to the characteristics of "proficient": • Parents contribute to and maintain data files indicating their child's progress in learning.

	Unsatisfactory	Basic	Proficient	Distinguished
Possible Examples 4b	• The teacher has not established any communication resource for parents to access student learning information.	• The teacher has developed a web- based linkage for parents to access information about individual student learning but only updates on a quarterly basis.	• The teacher creates a link on the class website where parents can check on a regular basis individual student learning progress.	• The teacher has checked with the parents to see who would prefer to have on-line versus paper updates on student learning progress.
	• The teacher has not established or refuses to track student's progress toward learning goals.	• The teacher has not established a consistent process for tracking students' progress toward learning goals.	• The teacher uses excel-based spreadsheet to track individual student progress toward learning goals.	• When asked about his/her progress in a class, a student proudly shows his/her portfolio of work and can explain how the documents indicate his/her progress toward learning goals.
	• No visual documentation of student work is available.	• Visual documentation of student work is available though not frequently updated.	• Visual documentation of student work is accessible for students/parent review and is regularly updated by teacher.	• Visual documentation is regularly shared by teacher with students and is organized and/or reviewed by students (and parents as requested).
	• On the morning of the field trip, the teacher discovers that five students have never turned in their permission slips.	• On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.	• During the week leading up to the field trip, permission slips are collected and documented by the teacher on a checklist based upon students turning them in each morning during attendance time.	• During the week leading up to the field trip, students file their signed field trip permission slips in the appropriately marked folder at the Info Center during attendance time. Teacher checks the folder each day and lists students on board that have not turned in their slips.

Component 4c:	Communicating with Families		
	Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages. Elements of component 4c: • Information about the instructional program *The teacher frequently provides information to families about the instructional program*. • Information about individual students *The teacher frequently provides information to families about students' individual progress.* • Engagement of families in the instructional program *The teacher frequently and successfully offers engagement opportunities are to families so that they can participate in the learning activities.* Indicators: • Frequent and culturally appropriate information sent home regarding the instructional program and student progress • Two-way communication between the teacher and families • Frequent opportunities for families to engage in the learning process		
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
4c: Communicatin g with Families	Teacher provides little information about the instructional program to families; teacher's communication about students' progress is minimal. Teacher does not respond, or responds insensitively, to parental concerns.	Teacher makes sporadic attempts at communication with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	Teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. Teacher makes some attempts to engage families in the instructional program.	Teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. Teacher responds to family concerns with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.

Critical Attributes	• Little or no information regarding the instructional program is available to parents. • Families are unaware of their children's progress. • Family-engagement activities are lacking. • There is some culturally inappropriate communication.	• School or district-created materials about the instructional program are sent home. • Teacher sends home infrequent or incomplete information about the instructional program. • Teacher maintains school-required grade book but does little else to inform families about student progress. • Some of the teacher's communications are inappropriate to families' cultural norms.	• Teacher regularly makes information about the instructional program available. • Teacher regularly sends home information about student progress. • Teacher develops activities designed to successfully engage families successfully and appropriately in their children's learning. • Most of teacher's communications are appropriate to families' cultural norms.	Students contribute to regular and ongoing projects designed to engage families in the learning process. • All of teacher's communications are highly sensitive to families' cultural norms.

Possible Examples 4c	• The teacher does not provide opportunities for parents to be involved in the classroom	• The teacher provides only "during the school day" opportunities for parents to be involved in the classroom instead of thinking of ways for families that work during the day to be involved.	• At the beginning of the school year and at parent conferences, the teacher provides a variety of ways for families to be involved directly in the classroom or as a support to the classroom.	• The teacher uses sign-up genius surveys on a regular basis for parents to identify roles for participation in the classroom (both inside and outside of classroom time) due to families having internet access through phone/home computers.
	• Teacher does not organize a method for families to share student/family information with teacher in support of their child's learning needs.	• The teacher collects information from families at Home Visits regarding student/family information in support of each student's learning needs.	• The teacher collects information from families at Home Visits about student/family needs and then has the families review and provide updates as needed at either parent conferences or parent meetings to support student learning progress.	• At Home Visits meeting, the teacher introduced a daily communication journal that the teacher uses to share information with families about how their child is progressing and in turn for parents to share information about how their child is doing at home.

Component 4d:	Participating in the Professional Community

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

Elements of component 4d:
- Relationships with colleagues

Teachers maintain a professional collegial relationship that encourages sharing, planning, and working together toward improved instructional skill and student success.
- Involvement in a culture of professional inquiry

Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.
- Service to the school

Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.
- Participation in school and district projects

Teachers contribute to and support larger school and district projects designed to improve the professional community.

Indicators:
- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives

	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in the Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher participates in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. 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.

Critical Attributes	• Teacher's relationships with colleagues are characterized by negativity or combativeness. • Teacher purposefully avoids contributing to activities promoting professional inquiry. • Teacher avoids involvement in school activities and district and community projects.	• Teacher has cordial relationships with colleagues. • When invited, teacher participates in activities related to professional inquiry. • When asked, teacher participates in school activities, as well as district and community projects.	• Teacher has supportive and collaborative relationships with colleagues. • Teacher regularly participates in activities related to professional inquiry. • Teacher frequently volunteers to participate in school events and school district and community projects.	In addition to the characteristics of "proficient," • Teacher takes a leadership role in promoting activities related to professional inquiry. • Teacher regularly contributes to and leads events that positively impact school life.
Possible Early Learning Examples 4d	• The teacher says to grade-level colleagues at the staff meeting, "You know that they can't make us do any of these school improvement initiatives unless we want to. I don't know why all of you always just say 'ok' to whatever they tell us to do!" • The teacher does not attend any school function after the dismissal bell.	• The teacher says to grade-level colleagues at the staff meeting, "What is it that we have to do? Just tell me and I will do it." • The teacher participates in after school meetings when specifically requested to by principal or instructional coach.	• The teacher says to grade-level colleagues at the staff meeting, "Ok, I think that I could add some ideas to what we have already talked about in regards to read aloud books!" • The teacher has decided to take some of the free after school online early learning courses and to share her/his learning with colleagues.	• The teacher says to grade-level colleagues at the staff meeting, "I would be glad to organize our classroom library master lists in a computer spreadsheet if that would be helpful for the team to keep track of our book types/levels!" • The teacher leads the "mentor" teacher group at the school, which meets after school with new teachers focusing on support for teachers during their first two years of teaching.

Component 4e:	Growing and Developing Professionally
	As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession. Elements of component 4e: • Enhancement of content knowledge and pedagogical skill *Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.* • Receptivity to feedback from colleagues *Teachers actively pursue networks that provide collegial support and feedback.* • Service to the profession *Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.* Indicators: • Frequent teacher attendance in courses and workshops; regular academic reading • Participation in learning networks with colleagues; freely shared insights • Participation in professional organizations supporting academic inquiry

	Unsatisfactory	Basic	Proficient	Distinguished
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates to a limited extent in professional activities when they are convenient. Teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. Teacher finds limited ways to assist other teachers and contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. Teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher solicits feedback on practice from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.

Critical Attributes	• Teacher is not involved in any activity that might enhance knowledge or skill. • Teacher purposefully resists discussing performance with supervisors or colleagues. • Teacher ignores invitations to join professional organizations or attend conferences.	• Teacher participates in professional activities when they are required or provided by the district. • Teacher reluctantly accepts feedback from supervisors and colleagues. • Teacher contributes in a limited fashion to professional organizations.	• Teacher seeks regular opportunities for continued professional development. • Teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. • Teacher actively participates in organizations designed to contribute to the profession.	In addition to the characteristics of "proficient": • Teacher seeks regular opportunities for continued professional development, including initiating action research. • Teacher actively seeks feedback from supervisors and colleagues. • Teacher takes an active leadership role in professional organizations in order to contribute to the profession.
Possible Examples 4e	• The teacher does not take courses or explore community or internet resources unless it is provided during school improvement sessions. • The teacher endures the principal's annual observations in his/her classroom, knowing that if he/she waits long enough, the principal will eventually leave and he/she will be able to simply disregard the feedback.	• The teacher politely attends district workshops and professional development days but doesn't typically apply the professional learning or materials back in the classroom. • The teacher listens to his/her principal's feedback after a observation but isn't sure that the recommendations really apply in his/her situation but will try to apply the suggestions as requested.	• The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he/she will be able to use during the school year. • The teacher enjoys his/her principal's ongoing walk-through visits because they always lead to a valuable informal face-to-face or email dialogue between the teacher and principal the following day.	• The teacher use her professional learning goals as a way to organize specific courses and online learning that she wants to due throughout the year to improve her students learning. • The teacher is working on a particular instructional strategy and asks his/her colleagues to observe in his/her classroom in order to provide objective feedback on his/her progress.

Component 4f:	Showing Professionalism
	Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective. Elements of component 4f: • Integrity and ethical conduct *Teachers act with integrity and honesty.* • Service to students *Teachers put students first in all considerations of their practice.* • Advocacy *Teachers support their students' best interests, even in the face of traditional practice or beliefs.* • Decision making *Teachers solve problems with students' needs as a priority.* • Compliance with school and district regulations *Teachers adhere to policies and established procedures.* Indicators: • Teacher having reputation as trustworthy and being often sought as sounding board • Teacher frequently reminding participants during committee or planning work that students are the highest priority • Teacher supporting students, even in the face of difficult situations or conflicting policies • Teacher challenging existing practice in order to put students first • Teacher consistently fulfilling district mandates regarding policies and procedures

	Unsatisfactory	Basic	Proficient	Distinguished
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Teacher makes decisions and recommendations that are based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher must be reminded by supervisors about complying with school and district regulations.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. 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. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	• *Teacher is dishonest.* • *Teacher does not notice the needs of students.* • *Teacher engages in practices that are self-serving.* • *Teacher willfully rejects district regulations.*	• *Teacher is honest.* • *Teacher notices the needs of students but is inconsistent in addressing them.* • *Teacher does not notice that some school practices result in poor conditions for students.* • *Teacher makes decisions professionally but on a limited basis.* • *Teacher complies with district regulations.*	• *Teacher is honest and known for having high standards of integrity.* • *Teacher actively addresses student needs.* • *Teacher actively works to provide opportunities for student success.* • *Teacher willingly participates in team and departmental decision making.* • *Teacher complies completely with district regulations.*	• *Teacher is considered a leader in terms of honesty, integrity, and confidentiality.* • *Teacher is highly proactive in serving students.* • *Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.* • *Teacher takes a leadership role in team and departmental decision making.* • *Teacher takes a leadership role regarding district regulations.*

	Unsatisfactory	Basic	Proficient	Distinguished
Possible Examples 4f	• The teacher makes some errors when marking recent early learning assessments but does not go back and correct errors because it would lower classroom learning goal %. • The teacher does not refer students to the school problem-solving team when they are behaviorally struggling in the classroom because "the forms are just too much work to fill out!"	• The teacher makes some errors when marking recent early learning assessments and when discovered, corrects and resubmits the new assessment results. • The teacher has several students who are behaviorally struggling in class and sends a quick e-mail to the counselor to come in and watch the students. The counselor comes in and gives a few ideas to the teacher but the teacher does not implement any "because they seem like a lot of work on my part".	• The teacher is trusted by his grade partners to be a "go to" for asking questions about grading practices and knows that their questions/concerns will not be reported to supervisors. • The teacher has several students who are behaviorally struggling in class and completes the forms for referring the students to the problem-solving so that she can gets some feedback and ideas of what to do differently with these students. The teacher selects two of the ideas and tries them with the students.	• The teacher offers to help a new teacher with the 'grading' of the early learning assessments so that she can answer any questions that the new teacher has about the process. The new teacher readily agrees because she knows that this teacher will conduct this co-grading with complete discretion. • Based upon the suggestions of the problem-solving team, the teacher sets up individual behavioral plans with each student and follows up with the families to share with them what the plans include and also updates the families on a weekly basis of the students progress.

Appendix F
RtI and Entitlement Consultant

Adopted by the RCCSEC Board
October 12, 2023
Revision Adopted: October 12, 2023

Domain 1: Planning & Preparation – RtI and Entitlement Consultant

1A - Demonstrating knowledge of current trends in specialty area and professional development				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	RtI and Entitlement Consultant demonstrates little or no familiarity with specialty area or trends in professional development.	RtI and Entitlement Consultant demonstrates basic familiarity with specialty areas and trends in professional development.	RtI and Entitlement Consultant demonstrates thorough knowledge of specialty area and trends in professional development.	RtI and Entitlement Consultant's knowledge of specialty area and trends in professional development is wide and deep: specialist is regarded as an expert by colleagues.

1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	RtI and Entitlement Consultant demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	RtI and Entitlement Consultant demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	RtI and Entitlement Consultant demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	RtI and Entitlement Consultant is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.

1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served with assistance from school administration/program coordinator and collaboration with school psychologists.				
	Ineffective		*Developing*	*Exemplary*
	RtI and Entitlement Consultant has no clear goals for the instructional program or they are inappropriate to either the situation or the needs of the staff.	RtI and Entitlement Consultant's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	RtI and Entitlement Consultant's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	RtI and Entitlement Consultant's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

1D - Demonstrating knowledge of resources both within and beyond the school and district				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	RtI and Entitlement Consultant demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	RtI and Entitlement Consultant demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	RtI and Entitlement Consultant is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	RtI and Entitlement Consultant actively seeks out new resources from a wide range of sources to enrich professional's skills in implementing the school's program.

1E - Assisting with the planning of the instructional support program integrated with the overall school program				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	RtI and Entitlement Consultant's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	RtI and Entitlement Consultant's plan has a guiding principle and includes a number of worth- while activities, but some of them don't fit with the broader goals.	RtI and Entitlement Consultant's plan is well designed to support teachers in the improvement of their skills.	RtI and Entitlement Consultant's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

1F - Developing a plan to evaluate the school action plans/matrix				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	RtI and Entitlement Consultant has no plan to evaluate the school plan/matrix or resists suggestions that such an evaluation is important.	RtI and Entitlement Consultant has a rudimentary plan to evaluate the the school plan/matrix	RtI and Entitlement Consultant's plan to evaluate the school plan/matrix is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	RtI and Entitlement Consultant's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment – RtI and Entitlement Consultant

2A - Creating an environment of trust and respect				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Teachers are reluctant to request assistance from the RtI and Entitlement Consultant fearing that such a request will be treated as a sign of deficiency.	Relationships with the RtI and Entitlement Consultant are cordial: teachers don't resist initiatives established by the RtI and Entitlement Consultant.	Relationships with the RtI and Entitlement Consultant are respectful with some contacts initiated by teachers.	Relationships with the RtI and Entitlement Consultant are highly respectful and trusting, with many contacts initiated by teachers.

2B – Providing support to staff in in order to establish a culture for ongoing instructional improvement				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	RtI and Entitlement Consultant conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the RtI and Entitlement Consultant.	RtI and Entitlement Consultant promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	RtI and Entitlement Consultant has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

2C - Establishing clear procedures for teachers to gain access to the instructional support				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	When teachers want to access assistance from the RtI and Entitlement Consultant, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	RtI and Entitlement Consultant has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

2D - Adhering to norms of behavior for professional interactions				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	No norms of professional conduct have been established: teachers are frequently disrespectful in their interactions with one another.	RtI and Entitlement Consultant's efforts to establish norms of professional conduct are partially successful.	RtI and Entitlement Consultant has established clear norms of mutual respect for professional interaction.	RtI and Entitlement Consultant has established clear norms of mutual respect for professional interactions. Teachers ensure that their colleagues adhere to these standards of conduct.

2E - Assisting district in organizing physical space for training and makes use of provided space.				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	RtI and Entitlement Consultant makes 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 workshop activities.	The physical environment does not impede workshop activities.	RtI and Entitlement Consultant makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	RtI and Entitlement Consultant makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3: Delivery of Service – RtI and Entitlement Consultant

3A – Collaborating and recommending programs/material that target student need and provides information how to obtain them	Ineffective	Developing	Accomplished	Exemplary
	RtI and Entitlement Consultant declines to collaborate with classroom teachers/staff and declines to recommend programs/materials.	RtI and Entitlement Consultant collaborates with classroom/staff and recommends programs/materials when specifically asked to do so.	RtI and Entitlement Consultant initiates collaboration with classroom teachers/staff and recommends programs/materials.	RtI and Entitlement Consultant initiates collaboration with classroom teachers/staff and recommends programs/materials and provides information on how to obtain them.

3B -Engaging teachers in learning new instructional skills	Ineffective	Developing	Accomplished	Exemplary
	Teachers decline opportunities to engage in professional learning.	RtI and Entitlement Consultant's 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.

3C – Collaborating with teachers to inform them of latest research, programs, resources and training	Ineffective	Developing	Accomplished	Exemplary
	RtI and Entitlement Consultant's training, resources and research are of poor quality or are not appropriate to the needs of teachers being served.	The quality of the RtI and Entitlement Consultant's training, resources and research are mixed with some of them being appropriate to the needs of the teachers being served.	The quality of the RtI and Entitlement Consultant's training, resources and research are uniformly high and appropriate to the teachers being served.	The quality of the RtI and Entitlement Consultant's training, resources and research are uniformly high and appropriate to the needs of the teachers being served. The RtI and Entitlement Consultant conducts extensive follow-up work with teachers.

3D - Responding to and is available to school needs, schedules necessary meetings with staff and continues to check in as needed.				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	RtI and Entitlement Consultant is not available to school needs and does not schedule meetings.	RtI and Entitlement Consultant makes modest effort to be available to school needs and schedules meetings when confronted with evidence of the need for change.	RtI and Entitlement Consultant makes revisions to the plan to respond and be available to school needs and plan to schedule meetings.	RtI and Entitlement Consultant is continually seeking ways to improve his/her availability to school needs and process to schedule meetings and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities – RtI and Entitlement Consultant

4A - Reflecting on practice				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	RtI and Entitlement Consultant does not reflect on practice, or the reflections are inaccurate or self-serving.	RtI and Entitlement Consultant'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.	RtI and Entitlement Consultant's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. RtI and Entitlement Consultant makes some specific suggestions as to how the support program might be improved.	RtI and Entitlement Consultant's reflection is highly accurate and perceptive, citing specific examples. RtI and Entitlement Consultant draws on an extensive repertoire to suggest alternative strategies, accompanied by prediction of the likely consequences of each.

4B - Coordinating work with necessary RCCSEC personnel				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	RtI and Entitlement Consultant makes no effort to collaborate with RCCSEC personnel	RtI and Entitlement Consultant responds positively to the efforts of RCCSEC personnel to collaborate.	RtI and Entitlement Consultant initiates efforts to collaborate with RCCSEC personnel	RtI and Entitlement Consultant takes leadership role in coordinating projects with RCCSEC personnel

4C - Participating in a professional community				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	RtI and Entitlement colleagues are negative or self- the specialist avoids being school and district events and projects.	RtI and Entitlement Consultant's colleagues are cordial, and the participates in school and district and projects when specifically requested.	RtI and Entitlement in school and district and maintains positive relationships with colleagues.	RtI and Entitlement Consultant contribution to school and and projects and assumes a with colleagues.

4D - Engaging in professional development				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	RtI and Entitlement Consultant does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	RtI and Entitlement Consultant's participation in professional development activities is limited to those that are convenient or are required.	RtI and Entitlement Consultant seeks out opportunities for professional development based on an individual assessment of need.	RtI and Entitlement Consultant actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.

4D - Demonstrating professionalism including integrity and confidentiality				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	RtI and Entitlement Consultant displays dishonesty in interactions with colleagues and violates norms of confidentiality.	RtI and Entitlement Consultant is honest in interactions with colleagues and respects norms of confidentiality.	RtI and Entitlement Consultant displays high standards of honesty and integrity in interactions with colleagues and respects norm of confidentiality.	RtI and Entitlement Consultant can be counted on to hold the highest standards of honesty and integrity and takes leadership role with colleagues in respecting the norm of confidentiality.