

School District of Bay County



Instructional Personnel Evaluation System



Purpose

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

Instructions

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

Before submitting, ensure the document is titled and paginated.

Submission

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

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

Table of Contents

Part I: Evaluation System Overview 4**Part II: Evaluation System Requirements 4****Part III: Evaluation Procedures 7****Part IV: Evaluation Criteria 9**

A. Instructional Practice 9

B. Other Indicators of Performance 14

C. Performance of Students 15

D. Summative Rating Calculation 17

Appendices 22

Appendix A – Evaluation Framework Standards 22

Appendix B – Observation Instruments for Classroom Teachers 25

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel 32

Appendix D – Student Performance Measures 74

Appendix E – Summative Evaluation Forms 77

Appendix F – Additional Instructional Practice Information 78

Part I: Evaluation System Overview

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

The Bay District Schools Instructional Personnel Evaluation System is used to determine the effectiveness of instructional personnel and assist teachers in growing their instructional practice. Increasing the effectiveness of instructional personnel should positively impact student achievement. The Bay District Schools evaluation system is based on the research of Charlotte Danielson, Framework for Teaching, and includes 2 components:

Instructional Practice 67%

(Instructional Practice: Observation 33% + Instructional Practice: Deliberate Practice 34%)

Student Performance 33%

Part II: Evaluation System Requirements

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

System Framework

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

Training

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

Data and Reporting

- ☒ The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- ☒ The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.

- ☒ The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

District Procedures

- ☒ The district acknowledges that its established evaluation procedures set the standards of service to be offered to the public within the meaning of section 447.209, F.S., and are not subject to mandatory collective bargaining.
- ☒ The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- ☒ The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.
- ☒ The district acknowledges that the instructional practice evaluation procedures and criteria under section 1012.34, F.S., do not preclude a school administrator from visiting and observing classroom teachers throughout the school year for the purposes of providing mentorship, training, instructional feedback, or professional learning.
- ☒ The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- ☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
 - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
 - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
 - The evaluator must discuss the written evaluation report with the employee.
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
 - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

- ☒ The district has procedures for how evaluation results will be used to inform the

- Planning of professional learning; and
 - Development of school and district improvement plans.
- ☒ The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional learning programs, pursuant to section 1012.98(11), F.S.

Notifications

- ☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in section 1012.34(4), F.S.
- ☒ The district school superintendent shall annually notify the Department of Education of any instructional personnel who
- Receive two consecutive unsatisfactory evaluation ratings; or
 - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

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

Part III: Evaluation Procedures

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

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

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Beginning of the School Year	At the beginning of each school year instructional personnel are required to complete BDS Evaluation overview training.
Newly Hired Classroom Teachers	Beginning of the School Year	Newly hired instructional personnel are also required to complete the overview training and urged to complete the comprehensive BDS Evaluation Process online course as soon as possible to ensure they are fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process.
Late Hires (Within the 99+1 time period)	Begins During the Onboarding Process	Instructional personnel hired after the beginning of the school year, late hires within the 99+1 time period (dates vary by year), are also required to complete the overview training and urged to complete the comprehensive BDS Evaluation Process online course as soon as possible to ensure they are fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process.
Late Hires (Outside of the 99+1 time period)	Begins During the Onboarding Process	Instructional personnel hired after the beginning of the school year, late hires outside the 99+1 time period (dates vary by year), are also required to complete the overview training and urged to complete the comprehensive BDS Evaluation Process online course as soon as possible to ensure they are fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process.

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

Instructional Personnel Group	Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	1	On or before end of third nine weeks	Within 10 Days of Observation
Hired after the beginning of the school year	2	On or before end of second nine weeks On or before end of third nine weeks	Within 10 days of Observation
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2	On or before end of second nine weeks On or before end of third nine weeks	Within 10 Days of Observation
Hired after the beginning of the school year	2	On or before end of second nine weeks On or before end of third nine weeks	Within 10 Days of Observation

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

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Classroom and Non-Classroom Teachers			
Hired before the beginning of the school year	1	March-May	Within 10 Days of Evaluation
Hired after the beginning of the school year	2	December – February and March-May	Within 10 Days of Evaluation
Newly Hired Classroom Teachers			
Hired before the beginning of the school year	2	December – February and March-May	Within 10 Days of Evaluation

Hired after the beginning of the school year	2	December – February and March-May	Within 10 Days of Evaluation
--	---	-----------------------------------	------------------------------

Bay District Schools instructional personnel are evaluated at least once yearly, with teachers newly hired by the district being evaluated at least twice. Bay District Schools instructional personnel are placed in one of four categories based on teaching experience and employment status with Bay District Schools.

Category 1	Category 1 instructional personnel have 0 – 1 year of teaching experience and are hired prior to the cutoff date. Category 1 teachers receive two complete evaluations per year, a formative and summative evaluation.
Category 2	Category 2 instructional personnel have 2 or more years of verified education experience and are newly hired to Bay District Schools prior to the cutoff date. Newly hired includes personnel with a “break in service” with Bay District Schools. Category 2 personnel receive two complete evaluations per year, a formative and summative evaluation. A category 2 teacher moves from this category when there is no break in service.
Category 3	Teachers with 2 – 9 years of teaching experience and no break in service. Category 3 teachers receive one complete summative evaluation.
Category 4	Teachers with 10 or more years of teaching experience. Category 4 teachers receive one complete summative evaluation.

Part IV: Evaluation Criteria

A. Instructional Practice

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

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice.
In Bay District Schools, instructional practice accounts for 67% of the instructional personnel performance evaluation. The instructional practice is comprised of instructional practice observation, 33%, and deliberate practice, 34%.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

The Bay District Schools Instructional Personnel Evaluation System utilizes Charlotte Danielson’s Framework for Teaching. Bay District Schools personalized the Framework for Teaching by adapting evaluation forms, procedures, rubrics, and developed weighting scales/scoring systems for the 11 instructional practice components and rubrics.

The Framework for Teaching is organized into 4 Domains and 22 Components. Domains 1 and 4 are typically “behind the scenes,” while Domains 2 and 3 are “on the stage.” Evidence and

artifacts outside of the formal observation and the evidence collected from the work of the PLC may be utilized to rate all components of instructional practice appropriately. The Framework for Teaching with its respective Domains, Components, Elements, and Levels of Performance is identified as a research-based set of criteria for teaching practice. The Framework for Teaching defines a comprehensive set of responsibilities in the teaching profession connected to increased student learning.

Evaluation of Instructional Practices Step by Step

Teacher Conducts Self-Assessment

Teachers conduct a self-assessment in the four Domains of the Framework for Teaching using the rubric for their particular area. The rubric evaluates the consistency, frequency and quality of work. Evidence and artifacts demonstrate how the practice is done over time. An explanation of the Levels of Performance can be found in *Enhancing Professional Practice* by Charlotte Danielson (pages 38-42). This self-assessment is designed to assist the teacher in identifying areas of strength and areas that should be targeted for enhancement or growth. Teachers add the administrator(s) to their evaluation plan and share the plan.

Pre-work Instructional Practice Observation

The Bay District Schools Pre-Observation Conference information should be submitted by the teacher prior to the observation. Teachers should provide lesson plans, relevant materials and information in the evidence portion of the instructional practice component in AIMS following the administrators directions.

Administrator Observation of Instructional Practice

The formal observation of instructional practice should be for a class period (a minimum of 30 minutes is recommended). During the observation, the administrator takes notes throughout the lesson or activity, documenting evidence of teaching with what the teacher and students say, and documenting what happens. This concrete evidence gives specificity to the administrator's feedback during the post-conference.

Post-Observation of Instructional Practice Conference

After the instructional practice observation, the administrator will reflect on what was observed in the classroom or during the activity. The administrator will utilize the applicable Framework for Teaching Rubric housed in AIMS, align evidence to the Framework Components, and determine initial component ratings. Once the administrator's observation of instructional practice ratings has been entered into AIMS, they can be made available for the teacher's review prior to the Post-Observation of Instructional Practice Conference. The teacher should complete the Post-Observation questions and submit them following the administrator's directions. The Post-Observation of Instructional Practice Conference should occur as soon as possible after the observation and it is recommended that it be held within ten (10) workdays.

At the Post-Observation of Instructional Practice Conference, the administrator will share and review with the teacher the evidence collected. The teacher is invited to supply additional artifacts or evidences from the lesson.

Possible Ongoing Evidence Collection:

- During the post-observation conference, the administrator and teacher may discover that 1-2 components were not evidenced during the observation. The administrator and teacher may

schedule a pop-in during which the administrator can collect evidence.

- During the post-observation conference, the administrator and teacher may discover that an additional piece of evidence in the teacher's possession helps the teacher prove a more effective rating. The teacher may then share that information.

Determine Level of Teacher's Performance for Instructional Practice Observation

Based on the evidence collected and provided through the instructional practice observation cycle, the level of performance for each component will be rated in AIMS. During the formative and/or summative instructional practice review, the administrator and teacher will examine the alignment of the evidence and artifacts to the identified rubric language. The instructional practice observation administrator evidence and scoring will be finalized in AIMS.

Instructional Practice Observation Rating Rubric Weighting Scale

Each Framework for Teaching Component is rated separately and Components are weighted equally.

Levels	0	1	2	3
Ratings Used for Each Domain Component	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
All Categories	Greater than or equal to 50% at Level 1 and/or Level 0	If not meeting HE, E or U, then Developing	At least 75% at Level 3 and/or Level 2 and 0% at Level 0	At least 80% at Level 3 and 0% at Level 1 and/or Level 0

Alternative Evaluation

The alternative evaluation process maintains adherence to Florida statute and Bay District Schools policies while providing procedural relief for the Instructional Practice process.

- Category 3-4 personnel with a complete prior year BDS summative evaluation of overall effective or highly effective may be eligible for alternative evaluation.
- Personnel who change to a new position with a different Instructional Practice Observation rubric are not eligible for alternative evaluation.
- The principal retains the right to extend, withdraw, or not extend the alternative evaluation option to eligible personnel. Principals may choose not to extend alternative evaluation.
- The 11 component ratings from the BDS Instructional Practice Observation rubric are the basis for the current year's Instructional Practice Observation scores.
- The instructional practice observation ratings may increase or decrease based on walkthrough or other appropriate data; however, this is limited in its scope. Up to 4 component ratings may increase or decrease. The overall instructional practice rating may change as a result.
- The alternative evaluation option relies on announced and unannounced walkthroughs using the instructional practice rubric and other evidence to assist the administrator in confirming that the prior year's instructional practice ratings have at least been maintained. There are no pre or post-questions or conferences as in the complete instructional practice observation.
- A minimum of 2 walkthroughs (1 announced/1 unannounced) should be completed. If needed, 2 additional walkthroughs that include both an announced and unannounced are completed.
- Eligible personnel must indicate if they will participate in the alternative evaluation process by accepting or rejecting the option by the TBA date. After the TBA date, anyone who did

- not elect to participate in alternative evaluation will receive a full evaluation.
- Alternative Evaluation may be withdrawn by the principal or the teacher may request to participate in the full evaluation process; an appropriate amount of time must be provided for the full evaluation process and evidence collection to be completed.

Instructional Practice: Deliberate Practice – 34% of Teacher Evaluation ***Concurrent with Instructional Practice Observation***

Deliberate Practice is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Bay District Schools uses Professional Learning Communities (PLCs) as a foundation for Deliberate Practice. PLCs collaborate to set goals, plan and prepare for instruction, engage in the utilization of new instructional strategies, use progress monitoring tools to inform decisions about instruction and learning and to meaningfully reflect. PLC members support each other in a continuous cycle of job-embedded learning.

Instructional personnel participate throughout the year in a primary PLC. At the beginning of the deliberate practice process, school administrators and leadership teams share the vision and mission for PLC work for the school year, along with any data pertinent to school improvement. Using this shared vision and reflection of the previous year's work, PLC members decide upon the current year's anticipated goals. Goal(s) should be numeric and aligned with the school improvement plan. The level of practice of the PLC should be considered.

After setting the goal(s), PLC members determine the gains in learning and the barriers to reaching the goals and gains. Identified goals, gains, and barriers assist PLC teams in establishing the work that will be accomplished when developing action steps. Action steps are created based on what must be completed by the PLC to address the established goals, gains, and barriers by the end of the deliberate practice process. Individual PLC members will establish individual action steps in order to assist the PLC with meeting PLC Actional Steps.

PLC members collaboratively write the goals, gains and barriers, and PLC action steps. Individuals must input the information, including individual action steps, into AIMS.

The evaluating administrator will accept individual deliberate practice or provide feedback to guide instructional personnel to an approved deliberate practice plan.

After the deliberate practice plan has been established, the PLC members will engage in the ongoing, collaborative, recursive PLC cycle. Documentation of the work are submitted, and evidence of common planning for instruction and assessment is observable.

As teachers engage in the work of the PLC, individuals will reflect on it both mid-year and end-of-year. As part of the process, PLC members examine the goal and gains they initially set and review the action steps. Individual reflections will consider if goals or gains have been realized and consider adjustments for current and future PLC work. Reflections submitted at the middle and end of the year are one important piece of evidence that will assist the administrator in assigning formative and summative Instructional Practice: Deliberate Practice ratings.

More information regarding the Instructional Practice Observation and Deliberate Practice process and scoring is included in Appendix F.

Administrator Assigns Formative (mid-year) and then Summative (end of year)**Rating**

The deliberate practice rating is based on an individual's contribution to the work of the PLC.

Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
The rating is based on reflection information, PLC work and administrator's review of both PLC minutes and his/her observations during PLC meetings.			
<p>Individual:</p> <ul style="list-style-type: none"> ● Demonstrates no significant effort to participate in data analysis nor adjusts instruction/practice based on data; resistant to remediation/ reteaching based on data. ● Demonstrates an indifference/ resistance to data, PLC process. ● Demonstrates no change in practice; evidence lacking. ● Resistant and/or indifferent to collaborating with others in or out of PLC. 	<p>Individual:</p> <ul style="list-style-type: none"> ● Resistant and may not consistently participate in data analysis; is not adjusting instruction/practice based on data. ● Makes limited changes to instruction/practice; evidence is lacking. ● Inconsistencies in fulfilling Action Steps, participation in PLC process is limited or inappropriate-resistant to step forward as leader or back as team member as appropriate. ● Opportunities to meet with others exist, but is inconsistent in attending and then presenting information back to PLC. 	<p>Individual:</p> <ul style="list-style-type: none"> ● Participates in data analysis; however, adjustment to instruction/practice and/or remediation/ reteaching/ enrichment may be inconsistent. ● Works toward a change to instruction/practice (it may be inconsistent); may or may not have clear evidence of this progress. ● Fulfills responsibilities by Action Steps due dates, contributes to discussions, led if facilitator role was assigned. ● Collaborates with others outside the PLC; presents information back to PLC. 	<p>Individual:</p> <ul style="list-style-type: none"> ● Participates in data analysis process and makes a subsequent adjustment to instruction/practice, provides remediation/ reteaching/ enrichment in a continual/regular basis. ● Works toward a relevant change to instruction/practice based on data analysis; change is evident in lesson plans and/or other instructional documents. ● Fulfills responsibilities by Action Steps due dates, participates in discussions, problem solving, contributes ideas, steps in as a facilitator/leader or back as a team member regularly and as appropriate; evidenced in meeting minutes or other PLC related information. ● Collaborates regularly outside the PLC and brings back suggestions/ideas which also serve to strengthen the PLCs work.

B. Other Indicators of Performance

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

Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance.

In Bay District Schools, other indicators of performance account for 0% of the instructional personnel performance evaluation.

1. Description of additional performance indicators, if applicable.
N/A
2. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Other Indicators of Performance –Processes and Guidelines

N/A

C. Performance of Students

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

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the teacher's students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment.

In Bay District Schools, performance of students accounts for 33% of the instructional personnel performance evaluation.

2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Performance of Students accounts for 33% of instructional personnel performance evaluation, whether newly-hired or continuing with the district. All personnel receive a formative (mid-year) and a summative performance of student rating referred to as Student Performance Objectives.

Student Performance Objectives

Student Performance Objectives are based on available approved curriculum embedded assessments for classroom teachers and goals aligned with the job function for non-classroom teachers. Student performance measures are derived from teacher selected and administrator approved SPO(s). The SPO(s) should be a personalized student performance objective unique to the individual teaching assignment or job function. The Formative (mid-year) SPO should be accomplished by the mid-year due date (TBD) and the Summative SPO by the end of year due date (TBD). The Summative SPO must be able to be completed by the spring due date (TBD) to facilitate the completion of evaluations prior to teacher renewal.

Student performance objectives (SPOs) are based on data of the students assigned to the teacher. Data is gathered from multiple sources including previous state assessment data, school level, and classroom level assessments, as well as student performance on classwork during the first weeks of the school year. Each teacher meets with his or her administrator to discuss and develop student performance objectives (SPOs) based on this data. SPOs should be aligned to the data, Florida's rigorous standards and reflect students and student groups assigned to the teacher. Classroom teacher SPO's must be based upon curriculum embedded assessments and non-classroom teacher SPO's must be aligned with their job function in support of student success. The attainment of the student performance objectives is quantified and converted into the Performance of Student measure reported on the teacher evaluation instrument. To achieve this determination, teachers and principals are required to identify outcome measures of student learning. Teachers that are assigned courses that have state assessments are required to utilize state assessment data in the development of Student Performance Objectives. Appendix D includes SPO information and an example planning and preparation guide. Appendix D is not an all-inclusive list as Bay District Schools recognizes that there are many different classifications

of personnel, teachers, courses, and assessments that cannot be easily captured in one easy to read table. In the event that an issue or question arises about the evaluation system and specifically the student performance measure section, either the Oversight Committee charged with monitoring the system, the Coordinator of Appraisal Systems, the Supervisor of Educator Quality, the Executive Director of HR, and/or the Superintendent of Schools will make modification decisions. Every effort will be made to comply with the law, and be as fair as possible given the situation.

Converting Student Performance Objectives to Performance of Student Measurement

Formative (mid-year) and Summative Student Performance Measure scores are calculated based on the attainment of the Student Performance Objective. To convert Student Performance Objective data to student performance measures, a rating of 0, 1, 2, or 3 will be assigned based on achievement of the Student Performance Objective. The current year earned student performance measure score will be assigned based on the SPO not being attempted (0), SPO not being met (1), SPO being met (2), or SPO being exceeded (3).

SPO to Current Year Earned Student Performance Measure Score

0	1	2	3
SPO Not Attempted	SPO Not Met	SPO Met	SPO Exceeded

The student performance portion of the overall evaluation must include growth or achievement data of the teacher's students over the course of at least three years with Bay District Schools. If less than three years of data are available, the years for which data are available must be used. The Final Student Performance Measure Score is the combined average of the available data.

Final Student Performance Measure Score Formula: $f = (e + p1 + p2) / n$

Final Student Performance Measure (SPM) Score = f

Current Year Earned Score = e

Prior Year Earned Score 1 = $p1$

Prior – Prior Year Earned Score 2 = $p2$

$n = 1 + \text{Number of Prior Years Earned Scores used (up to 2)}$

$f = (e + p1 + p2) / n$

Earned Score: SPM score earned for that year. Not the final calculated SPM score.

Final SPM Score: The final score loaded into the AIMS evaluation system. An average of the current year's Earned Score and up to 2 of the prior school years Earned Scores. If less than 2 prior years of Earned Scores exists then what is there is averaged.

Example 1:

Teacher A has a Current Year Earned Score (2023) of 3 and a Prior Year Earned Score (2022) of 2 and a Prior – Prior Earned Score (2021) of 1. Final SPM Score Calculation: $(3 + 2 + 1) / 3 = 2$

Example 2:

Teacher B has a Current Year Earned Score (2023) of 2 and only has one Prior Year Earned Score (2021) of 2. Her score would be calculated as follows: Final SPM Calculation: $(3 + 2) / 2 = 2.5 = 3$ (we round up)

D. Summative Rating Calculation

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

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel, including performance standards for differentiating performance.

Overall Summative Evaluation Rating – Calculated and Combined

1. Instructional Practice Observation – 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Greater than or equal to 50% at Level 1 and/or Level 0	If not meeting HE, E, or U, then Needs Improvement or Developing	At least 75% at Level 3 and/or Level 2 and 0% at Level 0	At least 80% at Level 3 and 0% at Level 1 and/or Level 0

2. Instructional Practice– Deliberate Practice – 34%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<ul style="list-style-type: none"> • Demonstrates no significant effort to work on the goals/gains/barriers/ action steps. • Demonstrates an indifference/ resistance to data, PLC/DP process. • No verifiable change in practice compared to the previous year. 	<ul style="list-style-type: none"> • Inconsistencies exist in fulfilling Action Steps. • Limited evidence of an effort to work on the goals/gains/barriers/ action steps. • Participation in the PLC/DP process may be limited or inappropriate - resistant to step forward as a leader or back as a team member as appropriate. • Made a limited change to practice. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps by due dates. • Individual contributes to discussions, led if facilitator role was assigned. • Met outside the PLC; presented information to PLC. • Made a change to personal practice, but may or may not be sustained. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps by due dates. • Individual participates in discussions, problem solving with team members, contributing ideas, stepping in as a facilitator/leader or back as a team member regularly and as appropriate. • Individual regularly collaborates outside the PLC and brings back suggestions/ideas which also serve to strengthen the PLCs work. • Has made a relevant change to personal practice with verifiable impact and/or has sustained implementation of the change.

3. Performance of Students – Final Student Performance Measure Score – 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective

4. Final Summative Evaluation:

Evaluation Component	Rating	Multiplied by %	Total
Instructional Practice Observation Summative	(0, 1, 2, or 3)	33	
Deliberate Practice Summative Rating	(0, 1, 2, or 3)	34	
Performance of Students Final Student Performance Measure Score	(0, 1, 2, or 3)	33	
Total	N/A	N/A	Numerical Value

Final Summative Evaluation Rubric

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Less than or equal to 1.0	Greater than 1.0	Greater than or equal to 1.5	Greater than or equal to 2.40

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

Example of a Second Grade Teacher Overall Summative Evaluation Rating of Highly Effective

1. Instructional Practice Observation – 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Greater than or equal to 50% at Level 1 and/or Level 0	If not meeting HE, E or U, then Needs Improvement or Developing	At least 75% at Level 3 and/or Level 2 and 0% at Level 0	At least 80% at Level 3 and 0% at Level 1 and/or Level 0

2. Instructional Practice: Deliberate Practice – 34%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<ul style="list-style-type: none"> • Demonstrates no significant effort to work on the goals/gains/barriers/ action steps. • Demonstrates an indifference/ resistance to data, PLC/DP process. • No verifiable change in practice compared to the previous year. 	<ul style="list-style-type: none"> • Inconsistencies exist in fulfilling Action Steps. • Limited evidence of an effort to work on the goals/gains/barriers/ action steps. • Participation in the PLC/DP process may be limited or inappropriate - resistant to step forward as a leader or back as a team member as appropriate. • Made a limited change to practice. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps by due dates. • Individual contributes to discussions, led if facilitator role was assigned. • Met outside the PLC; presented information to PLC. • Made a change to personal practice, but may or may not be sustained. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps by due dates. • Individual participates in discussions, problem solving with team members, contributing ideas, stepping in as a facilitator/leader or back as a team member regularly and as appropriate. • Individual regularly collaborates outside the PLC and brings back suggestions/ideas which also serve to strengthen the PLCs work. • Has made a relevant change to personal practice with verifiable impact and/or has sustained implementation of the change.

3. Performance of Students – Final Student Performance Measure Score – 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective

4. Final Summative Evaluation:

Evaluation Component	Rating	Multiplied by %	Total
Instructional Practice Summative Rating	3	33	0.99
Deliberate Practice Summative Rating	2	34	0.68
Performance of Students Final Student Performance Measure Score	3	33	0.99
Total	N/A	N/A	2.66

Final Summative Evaluation Rubric

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Less than or equal to 1.0	Greater than 1.0	Greater than or equal to 1.5	Greater than or equal to 2.40

Example of a Second Grade Teacher Overall Summative Evaluation Rating of Unsatisfactory

1. Instructional Practice Observation – 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Greater than or equal to 50% at Level 1 and/or Level 0	If not meeting HE, E or U, then Needs Improvement or Developing	At least 75% at Level 3 and/or Level 2 and 0% at Level 0	At least 80% at Level 3 and 0% at Level 1 and/or Level 0

2. Instructional Practice: Deliberate Practice – 34%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<ul style="list-style-type: none"> • Demonstrates no significant effort to work on the goals/gains/barriers/ action steps. • Demonstrates an indifference/ resistance to data, PLC/DP process. • No verifiable change in practice compared to previous year. 	<ul style="list-style-type: none"> • Inconsistencies exist in fulfilling Action Steps. • Limited evidence of an effort to work on the goals/gains/barriers/ action steps. • Participation in PLC/DP process may be limited or inappropriate - resistant to step forward as leader or back as team member as appropriate. • Made a limited change to practice. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps by due dates. • Individual contributes to discussions, led if facilitator role was assigned. • Met outside the PLC; presented information to PLC. • Made a change to personal practice, but may or may not be sustained. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps by due dates. • Individual participates in discussions, problem solving with team members, contributing ideas, stepping in as a facilitator/leader or back as a team member regularly and as appropriate. • Individual regularly collaborates outside the PLC and brings back suggestions/ideas which also serve to strengthen the PLCs work. • Has made a relevant change to personal practice with verifiable impact and/or has sustained implementation of the change.

3. Performance of Students – Final Student Performance Measure Score – 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective

4. Final Summative Evaluation:

Evaluation Component	Rating	Multiplied by %	Total
Instructional Practice Summative Rating	0	33	0.0
Deliberate Practice Summative Rating	1	34	0.34
Performance of Students Final Student Performance Measure Score	1	33	0.33
Total	N/A	N/A	0.67

Final Summative Evaluation Rubric

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Less than or equal to 1.0	Greater than 1.0	Greater than or equal to 1.5	Greater than or equal to 2.40

Example of a Ninth Grade English Grade Teacher Overall Summative Evaluation Rating of Highly Effective

1. Instructional Practice Observation – 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Greater than or equal to 50% at Level 1 and/or Level 0	If not meeting HE, E or U, then Needs Improvement or Developing	At least 75% at Level 3 and/or Level 2 and 0% at Level 0	At least 80% at Level 3 and 0% at Level 1 and/or Level 0

2. Instructional Practice: Deliberate Practice – 34%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<ul style="list-style-type: none"> • Demonstrates no significant effort to work on the goals/gains/barriers/ action steps. • Demonstrates an indifference/ resistance to data, PLC/DP process. • No verifiable change in practice compared to previous year. 	<ul style="list-style-type: none"> • Inconsistencies exist in fulfilling Action Steps. • Limited evidence of an effort to work on the goals/gains/barriers/ action steps. • Participation in PLC/DP process may be limited or inappropriate - resistant to step forward as leader or back as team member as appropriate. • Made a limited change to practice. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps by due dates. • Individual contributes to discussions, led if facilitator role was assigned. • Met outside the PLC; presented information to PLC. • Made a change to personal practice, but may or may not be sustained. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps by due dates. • Individual participates in discussions, problem solving with team members, contributing ideas, stepping in as a facilitator/leader or back as a team member regularly and as appropriate. • Individual regularly collaborates outside the PLC and brings back suggestions/ideas which also serve to strengthen the PLCs work. • Has made a relevant change to personal practice with verifiable impact and/or has sustained implementation of the change.

3. Performance of Students – Final Student Performance Measure Score – 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective

4. Final Summative Evaluation:

Evaluation Component	Rating	Multiplied by %	Total
Instructional Practice Summative Rating	2	33	0.66
Deliberate Practice Summative Rating	3	34	1.02
Performance of Students Final Student Performance Measure Score	3	33	0.99
Total	N/A	N/A	2.67

Final Summative Evaluation Rubric

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Less than or equal to 1.0	Greater than 1.0	Greater than or equal to 1.5	Greater than or equal to 2.40

Example of a Ninth Grade English Grade Teacher Overall Summative Evaluation Rating of Unsatisfactory

1. Instructional Practice Observation – 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Greater than or equal to 50% at Level 1 and/or Level 0	If not meeting HE, E or U, then Needs Improvement or Developing	At least 75% at Level 3 and/or Level 2 and 0% at Level 0	At least 80% at Level 3 and 0% at Level 1 and/or Level 0

2. Instructional Practice: Deliberate Practice – 34%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<ul style="list-style-type: none"> • Demonstrates no significant effort to work on the goals/gains/barriers/ action steps. • Demonstrates an indifference/ resistance to data, PLC/DP process. • No verifiable change in practice compared to previous year. 	<ul style="list-style-type: none"> • Inconsistencies exist in fulfilling Action Steps. • Limited evidence of an effort to work on the goals/gains/barriers/ action steps. • Participation in PLC/DP process may be limited or inappropriate - resistant to step forward as leader or back as team member as appropriate. • Made a limited change to practice. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps by due dates. • Individual contributes to discussions, led if facilitator role was assigned. • Met outside the PLC; presented information to PLC. • Made a change to personal practice, but may or may not be sustained. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps by due dates. • Individual participates in discussions, problem solving with team members, contributing ideas, stepping in as a facilitator/leader or back as a team member regularly and as appropriate. • Individual regularly collaborates outside the PLC and brings back suggestions/ideas which also serve to strengthen the PLCs work. • Has made a relevant change to personal practice with verifiable impact and/or has sustained implementation of the change.

3. Performance of Students – Final Student Performance Measure Score – 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective

4. Final Summative Evaluation:

Evaluation Component	Rating	Multiplied by %	Total
Instructional Practice Summative Rating	0	33	0.33
Deliberate Practice Summative Rating	1	34	0.34
Performance of Students Final Student Performance Measure Score	1	33	0.0
Total	N/A	N/A	0.67

Final Summative Evaluation Rubric

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Less than or equal to 1.0	Greater than 1.0	Greater than or equal to 1.5	Greater than or equal to 2.40

Appendix A – Evaluation Framework Standards

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

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

f. Maintains a climate of openness, inquiry, fairness and support;	2b, 3a, 3c, 4c, 4f
g. Integrates current information and communication technologies;	3a, 4c, 4f
h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;	1a, 1e, 2b, 3a, 3c
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	1a, 1e, 3a
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	2b, 2d, 3a

3. Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;	1a, 1e, 2b, 3a, 3c, 3d, 3e
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	1a, 1e, 2b, 3a, 3c, 3d, 3e
c. Identify gaps in students' subject matter knowledge;	1a, 1e, 2b, 3a, 3c, 3d, 3e
d. Modify instruction to respond to preconceptions or misconceptions;	1a, 1e, 2b, 3a, 3c, 3d, 3e
e. Relate and integrate the subject matter with other disciplines and life experiences;	1a, 1e, 2b, 3a, 3c, 3d
f. Employ questioning that promotes critical thinking;	3c, 3d
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	1a, 1e, 2b, 3a, 3c, 3d
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	3c, 3d
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,	3a, 3c, 3d
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3a, 3c, 3d

4. Assessment

The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	1a, 1e, 2b, 3a, 3c, 3d, 4a
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	DP/PLC/SPO, 3d
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	1a, 1e, 2b, 3a, 3c, 3d
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1a, 1e, 2b, 3a, 3c, 3d

e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	1a, 1e, 2b, 3a, 3c, 3d, 4c
f. Applies technology to organize and integrate assessment information.	3d, 4b
5. Continuous Professional Improvement	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	DP/PLC/SPO
b. Examines and uses data-informed research to improve instruction and student achievement;	DP/PLC/SPO
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	DP/PLC/SPO, 4f
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	DP/PLC/SPO, 4f
e. Engages in targeted professional growth opportunities and reflective practices; and,	DP/PLC/SPO, 4f
f. Implements knowledge and skills learned in professional learning in the teaching and learning process.	DP/PLC/SPO, 4f

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

Appendix B – Observation Instruments for Classroom Teachers

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

This rubric contains all possible components; Bay District Schools focuses on 11 in each rubric.

BAY DISTRICT SCHOOLS FRAMEWORK FOR TEACHING RUBRIC (Classroom Teacher Rubric) Used with Permission: <u>Electronic Forms and Rubrics for Enhancing Professional Practice A Framework for Teaching</u> by Charlotte Danielson © 2008 by ASCD				
Domain 1: Planning and Preparation				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1a: Demonstrating knowledge of content and pedagogy [FEAPs (a)1.a.b; (a)2.c.g.h.i; (a)3.e.g.]	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating knowledge of students [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.]	Teacher demonstrates little or no knowledge of students' backgrounds, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively shows respect for and seeks knowledge of students' backgrounds, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively shows respect for and seeks knowledge of students' backgrounds, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c: Setting instructional outcomes [FEAPs (a)1.a.,b.; 2.g.h.i.; (a)3.e.(a) 4.a.]	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration of curricula.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination of curricula.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration of curricula, and consider the needs of individual students.
1d: Demonstrating knowledge of	Teacher demonstrates little or no familiarity	Teacher demonstrates some familiarity with	Teacher is aware of the resources,	Teacher seeks out resources, including

BDS INSTRUCTIONAL EVALUATION SYSTEM

resources and technology [FEAPs (a)2.g; (a)3.e]	with resources, including appropriate technology (i.e. current and emerging assistive technology) to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	resources, including appropriate technology (i.e. current and emerging assistive technology) available through the school or district to enhance own knowledge to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	including appropriate technology (i.e. current and emerging assistive technology) available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	appropriate technology (i.e. current and emerging assistive technology) in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
1e: Designing coherent instruction Use of appropriate data [FEAPs (a)1.a.b.c.e.f.; (2)a.g.h.i.; (a)3.e.g.(a)4.a]	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. It is suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
1f: Designing student assessment [FEAPs (a)1.d.; (a)3.e.; (a)2.g.h.i.; (a)4.b.c.d.f.]	Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Teacher has no plans to use assessment results in designing future instruction. Teacher does not use technology to organize and integrate assessment information	Teacher's plan for student assessment is partially aligned with the instructional goals, without clear criteria, and is inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole. Teacher infrequently uses technology to organize and integrate assessment information	Teacher's plan for student assessment is aligned with the instructional goals, using clear criteria, and is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students. Teacher uses technology to organize and integrate assessment information.	Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students. Teacher consistently applies technology to the organization and integration of assessment information.
<p align="center">Domain 2: The Classroom Environment</p> <p align="center">Used with Permission: <u>Electronic Forms and Rubrics for Enhancing Professional Practice A Framework for Teaching</u> by Charlotte Danielson © 2008 by ASCD</p>				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective

BDS INSTRUCTIONAL EVALUATION SYSTEM

<p>2a: Creating an environment of respect and rapport</p> <p>[FEAPs (a)2.d.f.h.; (a)3.e.]</p>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness .	Classroom interactions between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students. Students themselves ensure high levels of civility among members of the class.
<p>2b: Establishing a culture for learning</p> <p>[FEAPs (a)2.c.d.f.h.; (a)3.e.]</p>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, little respect for or knowledge of students' needs	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, some respect for students.	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, and respect for students.	High levels of student engagement and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work. Teacher and students demonstrate high levels of respect for each other.
<p>2c: Managing classroom procedures</p> <p>[FEAPs (a)2.a.h.; (a)3.e.]</p>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smooth	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<p>2d: Managing student behavior</p> <p>[FEAPs (a)2.b.h.; (a)3.e.]</p>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	The teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct are clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<p>2e: Organizing physical space</p> <p>[FEAPs (a)2.a.h.; (a)3.e.]</p>	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or and the lesson activities or a significant mismatch between the physical arrangement.	Teacher's classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. Teacher's use of physical resources, including computer technology, is moderately effective.	Teacher's classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement supports the learning activities. Teacher makes effective use of physical resources, including computer technology (when applicable).	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
Domain 3: Instruction				

BDS INSTRUCTIONAL EVALUATION SYSTEM

Used with Permission: Electronic Forms and Rubrics for Enhancing Professional Practice A Framework for Teaching by Charlotte Danielson © 2008 by ASCD

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3a: Communicating with students [FEAPs (a)2.c.d.e.f.g.h.i.; (a)3.a.b.c.d.e.i.; (a)4.a.]	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' needs or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' needs or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' varying needs and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communications are clear and expressive, appropriate to students' varying needs and levels of development, and anticipate possible student misconceptions.
3b: Using questioning and discussion techniques [FEAPs (a)3.a.b.c.d.e.f.; (a)2.d.f.g.h.i.; (a)4.a.]	Teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c: Engaging students in learning [FEAPs (a)3.a.b.c.d.e.f.g.; (a)2.d.f.g.h.i.; (a)4.a.]	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. Activities, assignments, and materials are not aligned with student needs.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. Activities, assignments, and materials are partially aligned to meet student needs.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes and students' levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace. Activities, assignments, and materials are fully appropriate for student needs.	Students are highly intellectually engaged throughout the lesson in higher order learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d: Using Assessment in Instruction [FEAPs (a)1.e; (a)2.f.g.h.i;	Assessment is not used in instruction, either through students' awareness of the assessment criteria,	Assessment is occasionally used in instruction, through some monitoring of progress of learning by	Assessment is regularly used in instruction, through self-assessment by students, monitoring	Multiple assessments are used in instruction, through student involvement in establishing the

BDS INSTRUCTIONAL EVALUATION SYSTEM

(a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.]	monitoring of progress by teacher or students, or through feedback to students.	teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources.
3e: Demonstrating flexibility and responsiveness [FEAPs (a)2.c.d.f.g.h.i.; (a)3.a.b.c.d.e.j.; (a)4.a.d.]	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.	Teacher is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students
Domain 4: Instruction Used with Permission: <u>Electronic Forms and Rubrics for Enhancing Professional Practice A Framework for Teaching</u> by Charlotte Danielson © 2008 by ASCD				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
4a: Reflecting on Teaching [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Teacher's reflection on the lesson does not provide an accurate or objective description of the event of the lesson.	Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved.	Teacher's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining Accurate Records [FEAPs (a)1.e.; (a)4.f. (b)1.a.b.c.d.e.]	Teacher's system for maintaining both instructional and non-instructional records is either non-existent or in disarray, resulting in errors and confusion	Teacher's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective, and students contribute to its maintenance.
4c: Communicating with Families [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.]	Teacher provides little or no information to families, or such communication is inappropriate. Teacher makes no attempt to	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program.	Teacher communicates frequently and successfully engages most families in the instructional program. Information to families about	Teacher communicates frequently and sensitively with individual with students participating in the communication. Teacher successfully

BDS INSTRUCTIONAL EVALUATION SYSTEM

	engage families in the instructional program.	Communications are not always appropriate to the needs of some families.	individual students is conveyed in an appropriate manner.	engages families in the instructional program, as appropriate.
4d: Participating in a Professional Community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Teacher avoids participating in the job embedded professional community or in school and district events and projects, relationships with colleagues are negative or self-serving and teacher is resistant to feedback from colleagues.	Teacher becomes involved in the job embedded professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. Teacher accepts, with some reluctance, feedback from colleagues.	Teacher participates actively in the job embedded professional community and maintains positive and productive relationships with colleagues. In addition, teacher welcomes feedback from colleagues.	Teacher makes a substantial contribution to the job-embedded professional community, and assumes a leadership role with colleagues. In addition, teacher seeks out feedback from colleagues.
4e: Growing and Developing Professionally [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship]	Teacher does not participate in professional learning activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in job embedded professional learning activities is limited to those that are convenient or are required.	Teacher engages in opportunities for job embedded professional learning that is based on a self- assessment of need.	Teacher actively pursues professional learning opportunities and makes a substantial contribution to the profession through such activities as action research and mentoring new teachers.
4f: Demonstrating Professionalism [FEAPs (a)1.e.; (b)2]	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to child centered decisions in the school. Teacher complies minimally with school and district regulations, doing just enough to “get by.”	Teacher displays a high level of ethics and professionalism in interactions with both students and the school community, and complies fully with school and district regulations.	Teacher assumes a leadership role in ensuring that school practices, decisions and procedures address all the students' interests. Teacher displays the highest standards of ethical conduct.

Classroom Teacher Rubric – 11 Components

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1e: Designing Coherent Instruction
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 3a: Communicating with Students
- 3c: Engaging Students in Learning
- 3d: Using Assessments in Instruction
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4f: Demonstrating Professionalism

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

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

This rubric contains all possible components; Bay District Schools focuses on 11 in each rubric.

For TOSAs, Resource Teachers, Literacy Coaches, Staff Training Specialists, Title I Resource Teachers Domain 1: Planning and Preparation				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1a: Demonstrating - knowledge of current trends in specialty area and professional learning [FEAPs (a)1.a.b; (a)2.c.g.h.i; (a)3.e.g.]	Teacher demonstrates little or no familiarity with specialty area or trends in professional development.	Teacher demonstrates basic familiarity with specialty area and trends in professional development.	Teacher demonstrates thorough knowledge of specialty area and trends in professional development.	Teacher'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 [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.]	Teacher demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Teacher demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Teacher demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Teacher 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 [FEAPs (a)1.a.,b.; 2.g.h.i.; (a)3.e.(a)4.a.]	Teacher has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Teacher's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Teacher's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Teacher'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	Teacher demonstrates little or no knowledge of resources available in the school or district for teachers to	Teacher demonstrates basic knowledge of resources available in the school and district for	Teacher is fully aware of resources available in the school and district and in	Teacher actively seeks out new resources from a wide range of sources to enrich teachers' skills in

BDS INSTRUCTIONAL EVALUATION SYSTEM

district [FEAPs (a)2.g.; (a)3.e.]	advance their skills.	teachers to advance their skills.	the larger professional community for teachers to advance their skills.	implementing the school's program.
1e: Planning the instructional support program, integrated with the overall school program [FEAPs (a)1.a.b.c.e.f.; (2)a.g.h.i.; (a)3.e.g.(a)4.a]	Teacher's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Teacher's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Teacher's plan is well designed to support teachers in the improvement of their instructional skills.	Teacher'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 instructional support program [FEAPs (a)1.d.; (a)3.e.; (a)2.g.h.i; (a)4.b.c.d.f.]	Teacher has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Teacher has a rudimentary plan to evaluate the instructional support - program.	Teacher's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Teacher's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
For TOSAs, Resource Teachers, Literacy Coaches, Staff Training Specialists, Title I Resource Teachers Domain 2: The Environment				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
2a: Creating an - environment of trust and respect [FEAPs (a)2.d.f.h.; (a)3.e.]	Teachers are reluctant to request assistance from the Teacher, fearing that such a request will be treated as a sign of deficiency.	Relationships with the Teacher are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with Teacher are respectful, with some contacts initiated by teachers.	Relationships with Teacher are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing a culture for ongoing instructional improvement [FEAPs (a)2.c.d.f.h.; (a)3.e.]	Teacher 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 Teacher	Teacher promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Teacher has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

BDS INSTRUCTIONAL EVALUATION SYSTEM

2c: Establishing clear procedures for teachers to gain access to instructional support [FEAPs (a)2.a.h.; (a)3.e.]	When teachers want to access assistance from the Teacher, 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.	Teacher has established clear procedures for teachers to use in gaining access to support.	Procedures for access to Teacher's instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.
2d: Establishing and maintaining norms of behavior for professional interactions [FEAPs (a)2.b.h.; (a)3.e.]	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Teacher's efforts to establish norms of professional conduct are partially successful.	Teacher has established clear norms of mutual respect for professional interaction.	Teacher has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
2e: Organizing physical space for workshops or training [FEAPs (a)2.a.h.; (a)3.e.]	Teacher 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.	Teacher makes good use of the physical environment, resulting in engagement of all participants in the workshop activities	Teacher makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

For TOSAs, Resource Teachers, Literacy Coaches, Staff Training Specialists, Title I Resource Teachers				
Domain 3: Delivery of Service				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
3a: Collaborating with teachers in the design of instructional units and lessons [FEAPs (a)2.c.d.e.f.g.h.i.; (a)3.a.b.c.d.e.i.; (a)4.a.]	Teacher declines to collaborate with classroom teachers in the design of instructional lessons and units.	Teacher collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Teacher initiates collaboration with classroom teachers in the design of instructional lessons and units.	Teacher initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3b: Engaging teachers in learning new	Teachers decline opportunities to engage in professional	Teacher's efforts to engage teachers in professional learning	All teachers are engaged in acquiring new instructional	Teachers are highly engaged in acquiring new instructional

BDS INSTRUCTIONAL EVALUATION SYSTEM

instructional skills (a)3.a.b.c.d.e.f.; (a)2.d.f.g.h.i.; (a)4.a.]	learning.	are partially successful, with some participating.	skills.	skills and take initiative in suggesting new areas for growth.
3c: Sharing expertise with staff [FEAPs (a)3.a.b.c.d.e.f.g.; (a)2.d.f.g.h.i.; (a)4.a.]	Teacher's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the Teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of Teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The Teacher conducts extensive follow-up work with teachers.
3d: Locating resources for teachers to support instructional improvement [FEAPs (a)1.e; (a)2.f.g.h.i.; (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.]	Teacher fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Teacher's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	Teacher locates resources for instructional improvement for teachers when asked to do so.	Teacher is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e: Demonstrating flexibility and responsiveness [FEAPs (a)2.c.d.f.g.h.i.; (a)3.a.b.c.d.e.j.; (a)4.a.d.]	Teacher adheres to his plan, in spite of evidence of its inadequacy.	Teacher makes modest changes in the support program when confronted with evidence of the need for change.	Teacher makes revisions to the support program when it is needed.	Teacher is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

For TOSAs, Resource Teachers, Literacy Coaches, Staff Training Specialists, Title I Resource Teachers Domain 4: Professional Responsibilities				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Teacher does not reflect on practice, or the reflections are inaccurate or self-serving.	Teacher's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be	Teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist	Teacher's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive

BDS INSTRUCTIONAL EVALUATION SYSTEM

		improved.	makes some specific suggestions as to how the support program might be improved.	repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Preparing and submitting budgets and reports [FEAPs (a)1.e.; (a) 4.f. (b)1.a.b.c.d.e.]	Teacher does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Teacher's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Teacher's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Teacher anticipates and responds to teacher needs when preparing budgets, following established - procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c: Coordinating work with other instructional specialists [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.]	Teacher makes no effort to collaborate with other instructional specialists within the district.	Teacher responds positively to the efforts of other instructional specialists within the district to collaborate.	Teacher initiates efforts to collaborate with other instructional specialists within the district.	Teacher takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Teacher's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Teacher's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship]	Teacher does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Teacher's participation in professional learning activities is limited to those that are convenient or are required.	Teacher seeks out opportunities for professional development based on an individual assessment of need.	Teacher 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.

BDS INSTRUCTIONAL EVALUATION SYSTEM

4f: Showing professionalism, including integrity and confidentiality [FEAPs (a)1.e.; (b)2]	Teacher displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Teacher is honest in interactions with colleagues and respects norms of confidentiality.	Teacher displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Teacher can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.
---	--	--	---	--

For ESE Resource Teachers and DJJ Liaison Domain 1: Planning and Preparation				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1a: Demonstrating - knowledge of current trends in specialty area and professional development [FEAPs (a)1.a.; (a)3.e.]	Teacher demonstrates little or no familiarity with specialty area or trends in professional development.	Teacher demonstrates basic familiarity with specialty area and trends in professional development.	Teacher demonstrates thorough knowledge of specialty area and trends in professional development.	Teacher'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 [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.]	Teacher demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Teacher demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Teacher demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Teacher 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 ESE support program appropriate to the setting and the teachers served [FEAPs (a)1.a.,b.; (a)3.e.]	Teacher has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Teacher's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Teacher's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Teacher'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	Teacher demonstrates little or no knowledge of resources available in the school or	Teacher demonstrates basic knowledge of resources available in the school and district	Teacher is fully aware of resources available in the school and district and in the	Teacher actively seeks out new resources from a wide range of sources

BDS INSTRUCTIONAL EVALUATION SYSTEM

within the school and district [FEAPs (a)2.g.; (a)3.e.]	district for teachers to advance their skills.	for teachers to advance their skills.	larger professional community for teachers to advance their skills.	to enrich teachers' skills in implementing the school's program.
1e: Planning the ESE support program, integrated with the overall school program to meet the needs of individual students including prevention [FEAPs (a)1.a.b.c.e.f.; (2)a.g.h.i.; (a)3.e.g.(a)4.a]	Teacher's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Teacher's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Teacher's plan is well designed to support teachers in the improvement of their instructional skills.	Teacher's plan is highly coherent, taking into account the competing demands of consulting with teachers, administrators and families to meet the needs of individual students and has been developed following consultation with administrators and teachers.
1f: Demonstrating knowledge of state and federal ESE regulations and of resources both within the school and district [FEAPs (a)1.d.; (a)3.e.; (a)2.g.h.i.; (a)4.b.c.d.f.]	Teacher has knowledge of the program or resists suggestions that such an evaluation is important.	Teacher has a rudimentary knowledge of the instructional support program.	Teacher's knowledge of the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Teacher's knowledge is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

For ESE Resource Teachers and DJJ Liaison Domain 2: The Environment				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2a: Creating an - environment of trust and respect [FEAPs (a)2.d.f.h.; (a)3.e.]	Teachers are reluctant to request assistance from the Teacher, fearing that such a request will be treated as a sign of deficiency.	Relationships with the Teacher are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with Teacher are respectful, with some contacts initiated by teachers.	Relationships with Teacher are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing and maintaining clear procedures for ESE staffings [FEAPs (a)2.c.d.f.h.; (a)3.e.]	Teacher 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 Teacher.	Teacher promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Teacher has established a culture of professional inquiry in which teachers initiate queries regarding procedures for ESE staffings with support of specialist.

BDS INSTRUCTIONAL EVALUATION SYSTEM

2c: Establishing clear procedures for teachers to gain access to instructional support [FEAPs (a)2.a.h.; (a)3.e.]	<p>When teachers want to access assistance from the Teacher, they are not sure how to go about it.</p>	<p>Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.</p>	<p>Teacher has established clear procedures for teachers to use in gaining access to support.</p>	<p>Procedures for access to Teacher's instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.</p>
2d: Establishing and maintaining norms of behavior for professional interactions [FEAPs (a)2.b.h.; (a)3.e.]	<p>No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.</p>	<p>Teacher's efforts to establish norms of professional conduct are partially successful.</p>	<p>Teacher has established clear norms of mutual respect for professional interaction.</p>	<p>Teacher has established clear norms of mutual respect for professional interaction. Teachers model professional standards of conduct.</p>
2e: Organizing physical space for training [FEAPs (a)2.a.h.; (a)3.e.]	<p>Teacher 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 training activities.</p>	<p>The physical environment does not impede training activities.</p>	<p>Teacher makes good use of the physical environment, resulting in engagement of all participants in the training activities.</p>	<p>Teacher makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.</p>

for ESE Resource Teachers and DJJ Liaison Domain 3: Delivery of Service				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
3a: Collaborates with IEP teams to determine effective placement and educational programs for ESE students. [FEAPs (a)2.c.d.e.f.g.h.i.; (a)3.a.b.c.d.e.i.; (a)4.a.]	Teacher is not familiar with the school's ESE programs or the placement options available to ESE students.	Teacher is aware of the program options available at the school but does not collaborate with the IEP team to determine effective placement for ESE students.	Teacher collaborates with IEP team to make them aware of the options available at the school and facilitates discussion of these options to determine the best placement and program for ESE students.	Teacher facilitates discussion for the IEP team to determine effective placement and programs for ESE students. Is aware of placement options available within the district.
3b: Engaging teachers in learning new instructional skills [FEAPs (a)3.a.b.c.d.e.f.; (a)4.a.]	Teachers decline opportunities to engage in professional learning.	Teacher'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: Sharing expertise with staff [FEAPs (a)3.a.b.c.d.e.f.g.; (a)2.d.f.g.h.i.; (a)4.a.]	Teacher's procedural training sessions are of poor quality or are not appropriate to the needs of the teachers being served.	The quality procedural training session is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the Teacher's procedural training session is uniformly high and appropriate to the needs of the teachers being served.	The quality of Teacher's procedural training session is uniformly high and appropriate to the needs of the teachers being served. The Teacher conducts extensive follow-up work with teachers.
3d: Locating resources for teachers to support instructional improvement [FEAPs (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.]	Teacher fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Teacher's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	Teacher locates resources for instructional improvement for teachers when asked to do so.	Teacher is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e: Demonstrating flexibility and responsiveness [FEAPs (a)2.c.d.f.g.h.i.; (a)3.a.b.c.d.e.j.; (a)4.a.d.]	Teacher adheres to his plan, in spite of evidence of its inadequacy.	Teacher makes modest changes in the support program when confronted with evidence of the need for change.	Teacher makes revisions to the support program when it is needed.	Teacher is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

For ESE Resource Teachers and DJJ Liaison Domain 4: Professional Responsibilities				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Teacher does not reflect on practice, or the reflections are inaccurate or self-serving.	Teacher'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.	Teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Teacher's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Communicating with families [FEAPs (a)1.e.; (a) 4.f. (b)1.a.b.c.d.e.]	Teacher does not follow established procedures for communicating with families	Teacher's efforts to communicate with families are partially successful, and follow established procedures.	Teacher's communication with families follows established procedures.	Teacher anticipates and responds to teacher needs when communicating with families, following established - procedures and suggesting improvements to those procedures.
4c: Coordinating work with other instructional specialists [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.]	Teacher makes no effort to collaborate with other instructional specialists within the district.	Teacher responds positively to the efforts of other instructional specialists within the district to collaborate.	Teacher initiates efforts to collaborate with other instructional specialists within the district.	Teacher takes a leadership role in coordinating efforts with other instructional specialists within the district.
4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Teacher's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Teacher's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional	Teacher does not participate in professional	Teacher's participation in professional development activities	Teacher seeks out opportunities for professional	Teacher actively pursues professional development

BDS INSTRUCTIONAL EVALUATION SYSTEM

development [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship]	development activities, even when such activities are clearly needed for the enhancement of skills.	is limited to those that are convenient or are required.	development based on an individual assessment of need.	opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
4f: Showing professionalism, including integrity and confidentiality [FEAPs (a)1.e.; (b)2]	Teacher displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Teacher is honest in interactions with colleagues and respects norms of confidentiality.	Teacher displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Teacher can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

For Media Specialists Domain 1: Planning and Preparation				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology [FEAPs (a)1.a.b; (a) 2.c.g.h.i; (a)3.e.g.]	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
1b: Demonstrating knowledge of the school's program and student information needs within that program [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.]	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
1c: Establishing goals for the library/media program appropriate to the	Library/media specialist has no clear goals for the media program, or they are inappropriate to	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the	Library/media specialist's goals for the media program are clear and appropriate to	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age

BDS INSTRUCTIONAL EVALUATION SYSTEM

setting and the students served [FEAPs (a)1.a.,b.; (a)3.e.]	either the situation in the school or the age of the students.	situation in the school and the age of the students.	the situation in the school and to the age of the students.	of the students and have been developed following consultations with students and colleagues.
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as - interlibrary loan [FEAPs (a)2.g.; (a)3.e.]	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
1e: Planning the library/ media program integrated with the overall school program [FEAPs (a)1.a.b.c.e.f.; (2)a.g.h.i.; (a)3.e.g.(a)4.a]	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
1f: Developing a plan to evaluate the library/media program [FEAPs (a)1.d.; (a)3.e.; (a)4.b.c.d.f.]	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
For Media Specialists Domain 2: The Environment				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2a:	Interactions, both	Interactions, both	Interactions, both	Interactions among

BDS INSTRUCTIONAL EVALUATION SYSTEM

<p>Creating an - environment of respect and rapport [FEAPs (a)2.d.f.h.; (a)3.e.]</p>	<p>between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to individual student and are characterized by sarcasm, put-downs, or conflict.</p>	<p>between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to individual students needs.</p>	<p>between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are and developmental differences among groups of students.</p>	<p>the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' levels of development. Students themselves ensure high levels of civility among students in the library.</p>
<p>2b: Establishing a culture for investigation and love of literature [FEAPs (a)2.c.d.f.h.; (a)3.e.]</p>	<p>Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.</p>	<p>Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.</p>	<p>Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.</p>	<p>Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.</p>
<p>2c: Establishing and - maintaining library procedures [FEAPs (a)2.a.h.; (a)3.e.]</p>	<p>Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.</p>	<p>Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.</p>	<p>Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.</p>	<p>Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.</p>
<p>2d: Managing student behavior [FEAPs (a)2.b.h.; (a)3.e.]</p>	<p>There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is strict, cruel, or disrespectful of student dignity.</p>	<p>It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.</p>	<p>Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an</p>

BDS INSTRUCTIONAL EVALUATION SYSTEM

				active role in monitoring the standards of behavior.
2e: Organizing physical space to enable smooth flow [FEAPs (a)2.a.h.; (a)3.e.]	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.
For Media Specialists Domain 3: Delivery of Service				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations [FEAPs (a)2.c.d.e.f.g.h.i.; (a)3.a.b.c.d.e.i.; (a)4.a.]	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among - different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3b: Collaborating with teachers in the design of instructional units and lessons [FEAPs (a)3.a.b.c.d.e.f.; (a)2.d.f.g.h.i.; (a)4.a.]	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

BDS INSTRUCTIONAL EVALUATION SYSTEM

3c: Engaging students in enjoying literature and in learning information skills [FEAPs (a)3.a.b.c.d.e.f.g; (a)2.d.f.g.h.i.; (a)4.a.]	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
3d: Assisting students and teachers in the use of technology in the library/media center [FEAPs (a)1.e; (a)2.f.g.h.i.; (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.d.e.]	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
3e: Demonstrating flexibility and responsiveness [FEAPs (a)3.a.b.c.d.e.j.; (a)4.a.d.]	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.
For Media Specialists Domain 4: Professional Responsibilities				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: Preparing and submitting reports and budgets	Library/media specialist ignores teacher requests when preparing requisitions	Library/media specialist's efforts to prepare budgets are partially successful,	Library/media specialist honors teacher requests when preparing requisitions	Library/media specialist anticipates teacher needs when preparing requisitions

BDS INSTRUCTIONAL EVALUATION SYSTEM

[FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	and budgets or does not follow established procedures. Inventories and reports are routinely late.	responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	and budgets and follows established procedures. Inventories and reports are submitted on time.	and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4c: Communicating with the larger community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.]	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship]	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism [FEAPs (a)1.e.; (b)2]	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

For School Counselors Domain 1: Planning and Preparation				
	LEVEL OF PERFORMANCE			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE

BDS INSTRUCTIONAL EVALUATION SYSTEM

		OR DEVELOPING		
1a: Demonstrating knowledge of counseling theory and techniques [FEAPs (a)1.a.b; (a) 2.c.g.h.i; (a)3.e.g.]	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b: Provides relevant information regarding child and adolescent development, barriers to learning and student risk factors [FEAPs (a)1.e.:(a)2.a.h.; (a)3.e.h.; (a)4.a.]	Counselor provides little or no information of child and adolescent development.	Counselor provides partial information of child and adolescent development.	Counselor provides information demonstrating accurate understanding of adolescent development, barriers to learning and student risk factors.	In addition to information demonstrating accurate understanding of adolescent development, barriers to learning and student risk factors, counselor displays knowledge of the extent to which individual student interventions are necessary.
1c: Plans and designs program goals, instruction and intervention based on school data and aligns efforts with both school and district improvement plans in adherence to state and federal mandates. [FEAPs (a)1.a.,b.; (a)3.e.]	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district [FEAPs (a)2.g.; (a)3.e.]	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Uses data to monitor student progress(academic, social, emotional, behavioral) and to evaluate the effectiveness of	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's evaluation plan includes clear and measurable goals, with sources of evidence based on school data and includes a clear plan

BDS INSTRUCTIONAL EVALUATION SYSTEM

counseling services on student achievement [FEAPs (a)1.a.b.c.e.f.; (2)a.g.h.i.; (a)3.c.g.(a)4.a]				toward improving the program.
1f: Developing a plan to evaluate the counseling program [FEAPs (a)1.d.; (a)3.e.; (a)4.b.c.d.f.]	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
For School Counselors Domain 2: The Environment				
Component	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2a: Creating an environment of respect and rapport [FEAPs (a)2.d.f.h.; (a)3.e.]	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student- student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b: Establishing a culture for productive communication [FEAPs (a)2.c.d.f.h.; (a)3.e.]	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2d: Establishing standards of	Counselor has established no standards of conduct	Counselor's efforts to establish standards of conduct for counseling	Counselor has established clear standards of conduct	Counselor has established clear standards of conduct

BDS INSTRUCTIONAL EVALUATION SYSTEM

conduct and contributing to the culture for student behavior throughout the school [FEAPs (a)2.b.h.; (a)3.e.]	for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	for counseling sessions and makes a significant contribution to the environment of civility in the school.	for counseling sessions and classroom presentations, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing physical space [FEAPs (a)2.a.h.; (a)3.e.]	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
For School Counselors Domain 3: Delivery of Service				
	LEVEL OF PERFORMANCE			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
3a: Assessing student needs [FEAPs (a)2.c.d.e.f.g.h.i.; (a)3.a.b.c.d.e.i.; (a)4.a.]	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs (a)3.a.b.c.d.e.f.; (a)2.d.f.g.h.i.; (a)4.a.]	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c: Using counseling techniques	Counselor has few counseling techniques to help students	Counselor displays a narrow range of counseling techniques	Counselor uses a range of counseling techniques to help	Counselor uses an extensive range of counseling techniques

BDS INSTRUCTIONAL EVALUATION SYSTEM

in individual and classroom programs [FEAPs (a)1.e.; (a)2.f.g.h.i.; (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.]	acquire skills in decision making and problem solving for both interactions with other students and future planning.	to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	students acquire skills in decision making and problem solving for both interactions with other students and future planning.	to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d: Coordinates resources to meet needs [FEAPs (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.]	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to coordinate services with other programs in the school are partially successful.	Counselor coordinates with other programs within the school or district to meet student needs.	Counselor coordinates with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: Demonstrating flexibility and responsiveness FEAPs (a)2.c.d.f.g.h.i.; (a)3.a.b.c.d.e.j.; (a)4.a.d.]	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher needs.
For School Counselors Domain 4: Professional Responsibilities				
	LEVEL OF PERFORMANCE			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining records and submitting them in a timely fashion [FEAPs (a)1.e.; (a)4.f. (b)1.a.b.c.d.e.]	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with	Counselor provides no information to	Counselor provides limited though	Counselor provides thorough and accurate	Counselor is proactive in providing

BDS INSTRUCTIONAL EVALUATION SYSTEM

families [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.]	families, either about the counseling program as a whole or about individual students.	accurate information to families about the counseling program as a whole and about individual students.	information to families about the counseling program as a whole and about individual students.	information to families about the counseling program and about individual students through a variety of means.
4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship]	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional learning activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism [FEAPs (a)1.e.; (b)2]	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

For School Psychologists Domain 1: Planning and Preparation				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1a: Demonstrating - knowledge and skill in using psychological instruments to evaluate students [FEAPs (a)1.a.b; (a) 2.c.g.h.i; (a)3.e.g.]	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses adequate psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1b: Demonstrating knowledge of child	Psychologist demonstrates little or no knowledge of child	Psychologist demonstrates basic knowledge of child	Psychologist demonstrates thorough knowledge of child	Psychologist demonstrates extensive knowledge

BDS INSTRUCTIONAL EVALUATION SYSTEM

and adolescent development and psychopathology [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.]	and adolescent development and psychopathology.	and adolescent development and psychopathology.	and adolescent development and psychopathology.	of child and adolescent development and psychopathology and knows variations of the typical patterns.
1c: Establishing goals for the psychology program appropriate to the setting and the students served [FEAPs (a)1.a.,b.; 2.g.h.i.; (a)3.e.(a) 4.a.]	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals 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.
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district [FEAPs (a)2.g.; (a)3.e.]	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 resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the psychology program, integrated with the regular school program, to meet the needs of students and including prevention [FEAPs (a)1.a.b.c.e.f.; (2)a.g.h.i.; (a)3.e.g.(a)4.a]	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students, within the broader educational program.
1f: Developing a plan to evaluate the psychology program [FEAPs (a)1.d.; (a)3.e.; (a)2.g.h.i.; (a)4.b.c.d.f.]	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
For School Psychologists Domain 2: The Environment				
	LEVEL OF PERFORMANCE			
COMPONENT	UNSATISFACTORY	NEEDS	EFFECTIVE	HIGHLY

BDS INSTRUCTIONAL EVALUATION SYSTEM

		IMPROVEMENT OR DEVELOPING		EFFECTIVE
2a: Establishing rapport with students [FEAPs (a)2.d.f.h.; (a)3.e.]	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologists' efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a culture for positive mental health throughout the school [FEAPs (a)2.c.d.f.h.; (a)3.e.]	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
2c: Managing and maintaining clear procedures for referrals [FEAPs (a)2.a.h.; (a)3.e.]	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d: Establishing standards of conduct in the testing center [FEAPs (a)2.b.h.; (a)3.e.]	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and storage of materials [FEAPs (a)2.a.h.; (a)3.e.]	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.
for School Psychologists Domain 3: Delivery of Service				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	EFFECTIVE	HIGHLY EFFECTIVE

BDS INSTRUCTIONAL EVALUATION SYSTEM

		OR DEVELOPING		
3a: Responding to referrals; consulting with teachers and administrators [FEAPs (a)2.c.d.e.f.g.h.i.; (a)3.a.b.c.d.e.i.; (a)4.a.]	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.
3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines [FEAPs (a)3.a.b.c.d.e.f.; (a)2.d.f.g.h.i.; (a)4.a.]	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
3c: Collecting information; writing reports [FEAPs (a)3.a.b.c.d.e.f.g.; (a)2.d.f.g.h.i.; (a)4.a.]	Psychologist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Psychologist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Psychologist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Psychologist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3d: Planning interventions to maximize students' likelihood of success	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3e: Demonstrating flexibility and responsiveness [FEAPs (a)2.c.d.f.g.h.i.; (a)3.a.b.c.d.e.j.; (a)4.a.d.]	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.
For School Psychologists Domain 4: Professional Responsibilities				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS	EFFECTIVE	HIGHLY

BDS INSTRUCTIONAL EVALUATION SYSTEM

		IMPROVEMENT OR DEVELOPING		EFFECTIVE
4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	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.
4b: Collaborating with teachers and administrators [FEAPs (a)1.e.; (a) 4.f. (b)1.a.b.c.d.e.]	Psychologist is not available to staff for questions and planning and declines to provide background material when requested.	Psychologist is available to staff for questions and planning and provides background material when requested.	Psychologist initiates contact with teachers and administrators to confer regarding individual cases.	Psychologist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining accurate records [FEAPs (a)1.e.; (a) 4.f. (b)1.a.b.c.d.e.]	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.
4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship]	Psychologist does not participate in professional learning activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional learning 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.
4f: Showing professionalism [FEAPs (a)1.e.;	Psychologist displays dishonesty in interactions with colleagues, students,	Psychologist is honest in interactions with colleagues, students, and the public, plays a	Psychologist displays high standards of honesty, integrity, and confidentiality in	Psychologist can be counted on to hold the highest standards of honesty, integrity, and

BDS INSTRUCTIONAL EVALUATION SYSTEM

(b)2]	and the public and violates principles of confidentiality.	moderate advocacy role for students, and does not violate confidentiality.	interactions with colleagues, students, and the public, and advocates for students when needed.	confidentiality and to advocate for students, taking a leadership role with colleagues.
-------	--	--	---	---

For School Social Workers, Behavioral/Counseling Resource Teachers, Crisis Intervention Teachers Domain 1: Planning				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1a: Demonstrating - knowledge of current trends in specialty area [FEAPs (a)1.a.b; (a) 2.c.g.h.i; (a)3.e.g.]	Teacher demonstrates little or no familiarity with specialty area.	Teacher demonstrates basic familiarity with specialty area.	Teacher demonstrates thorough knowledge of specialty.	Teacher's knowledge of specialty area is wide and deep; specialist is regarded as an expert by colleagues.
1b: Demonstrating - knowledge of the school's program and levels of skill in delivering that program [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.]	Teacher demonstrates little or no knowledge of the school's program or of teacher skill in implementing that program.	Teacher demonstrates basic knowledge of the school's program and of teacher skill in implementing that program.	Teacher demonstrates thorough knowledge of the school's program and of teacher skill in implementing that program.	Teacher is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to skill in that program.
1c: Establishing goals for the Service delivery program appropriate to the setting and those served [FEAPs (a)1.a.,b.; 2.g.h.i.; (a)3.e.(a) 4.a.]	Teacher has no clear goals for program, or they are inappropriate to either the situation or the needs of those served.	Teacher's goals for the program are rudimentary and are partially suitable to the situation and the needs of those served.	Teacher's goals for the program are clear and are suitable to the situation and the needs of those served.	Teacher's goals for the program are highly appropriate to the situation and the needs of those served. They have been developed following consultations with administrators and colleagues.
1d: Demonstrating knowledge of resources, both within and beyond the school and district [FEAPs (a)2.g.; (a)3.e.]	Teacher demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Teacher demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Teacher is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Teacher actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
1e: Planning the	Teacher's plan consists of a random	Teacher's plan has a guiding principle and	Teacher's plan is well designed to support	Teacher's plan is highly coherent, and

BDS INSTRUCTIONAL EVALUATION SYSTEM

service program, integrated with the overall school program [FEAPs (a)1.a.b.c.e.f.; (2)a.g.h.i.; (a)3.e.g.(a)4.a]	collection of unrelated activities, lacking coherence or an overall structure.	includes a number of worthwhile activities, but some of them don't fit with the broader goals.	and implementing program services.	serves to support student and staff within the overall school setting.
1f: Developing a plan to evaluate the program [FEAPs (a)1.a.b.c.e.f.; (2)a.g.h.i.; (a)3.e.g.(a)4.a]	Teacher has no plan to evaluate the program or resists suggestions that such an evaluation is - important.	Teacher has a rudimentary plan to evaluate the instructional support - program.	Teacher's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Teacher's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
For School Social Workers, Behavioral/Counseling Resource Teachers, Crisis Intervention Teachers Domain 2: The Environment				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2a: Creating an - environment of trust and respect [FEAPs (a)2.d.f.h.; (a)3.e.]	Teachers are reluctant to request assistance from the Teacher, fearing that such a request will be treated as a sign of deficiency.	Relationships with the Teacher are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with Teacher are respectful, with some contacts initiated by teachers.	Relationships with Teacher are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing a culture for ongoing instructional improvement [FEAPs (a)2.c.d.f.h.; (a)3.e.]	Teacher makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Teacher attempts to promote a culture throughout the school for productive and respectful communication between and among students, teachers and parents are partially successful.	Teacher promotes a culture throughout the district for productive and respectful communication between and among students, teachers, and parents.	The culture in the school district for productive and respectful communication between and among students, teachers and parents while guided by the teacher, is maintained by teachers (others), students and parents.
2c: Establishing clear procedures for teachers to gain access to instructional support [FEAPs (a)2.a.h.; (a)3.e.]	Teacher's routines for student support services are nonexistent or in disarray.	Teacher has rudimentary and partially successful routines for student support services.	Teacher's routines for student support services are clear and effective.	Teacher's routines for student support services are clear and provided in consultation with school personnel.
2d: Establishing and maintaining norms of	No norms of professional conduct have been established;	Teacher's efforts to establish norms of professional conduct	Teacher has established clear norms of mutual	Teacher has established clear norms of mutual

BDS INSTRUCTIONAL EVALUATION SYSTEM

behavior for professional interactions [FEAPs (a)2.b.h.; (a)3.e.]	teachers are frequently disrespectful in their interactions with one another.	are partially successful.	respect for professional interaction.	respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
2e: Organizing physical space [FEAPs (a)2.a.h.; (a)3.e.]	Teacher makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of equipment, or little alignment between the physical arrangement and the activities.	The physical environment does not impede activities.	Teacher makes good use of the physical environment, resulting in engagement of all participants in the activities	Teacher makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.
For School Social Workers, Behavioral/Counseling Resource Teachers, Crisis Intervention Teacher Domain 3: The Delivery of Service				
	LEVEL OF PERFORMANCE			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
3a: Assessing student needs	Teacher does not assess student needs, or the assessments result in inaccurate conclusions.	Teacher's assessments of student needs are perfunctory.	Teacher assesses student needs and provides appropriate services.	Teacher consults with colleagues and conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation and implantation of academic, personal/social plans, based on knowledge of student needs	Teacher program is independent of identified student needs.	Teacher attempts to help students and teachers formulate personal/social are partially successful.	Teacher helps students and teachers formulate personal/social plans for groups of students.	Teacher helps individual students and teachers formulate and implement personal social plans.
3c: Sharing expertise with staff	Teacher's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the Teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of Teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The Teacher conducts extensive follow-up work with teachers.
3d: Brokering resources	Teacher does not make connections	Teacher efforts to broker services	Teacher brokers with other programs	Teacher brokers with other programs

BDS INSTRUCTIONAL EVALUATION SYSTEM

to meet needs	with other programs in order to meet student needs.	with other programs in the school are partially successful.	within the school or district to meet student needs.	and agencies both within and beyond the school or district to meet individual student needs.
3e: Demonstrating flexibility and responsiveness [FEAPs (a)2.c.d.f.g.h.i.; (a)3.a.b.c.d.e.j.; (a)4.a.d.]	Teacher adheres to his plan, in spite of evidence of its inadequacy.	Teacher makes modest changes in the support program when confronted with evidence of the need for change.	Teacher makes revisions to the support program when it is needed.	Teacher is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.
For School Social Workers, Behavioral/Counseling Resource Teachers, Crisis Intervention Teacher Domain 4: Professional Responsibilities				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	Teacher does not reflect on practice, or the reflections are inaccurate or self-serving.	Teacher'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.	Teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Teacher's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Communicating with families [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.]	Teacher fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Teacher communication with families is partially successful; permissions are obtained, but there are occasional insensitivities.	Teacher communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to individual needs.	Teacher secures necessary permissions and communicates with families in a highly sensitive manner. Psychologist reaches out to families of students to enhance trust.
4c: Maintaining accurate records [FEAPs (a)1.e.; (a)4.f. (b)1.a.b.c.d.e.]	Teacher records are in disarray; they may be missing, illegible, or stored in an insecure location.	Teacher records are accurate and legible and are stored in a secure location.	Teacher records are accurate and legible, well organized, and stored in a secure location.	Teacher records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
4d: Participating in a professional	Teacher relationships with colleagues are negative or self-	Teacher relationships with colleagues are cordial, and counselor	Teacher participates actively in school and district events and	Teacher makes a substantial contribution to school

BDS INSTRUCTIONAL EVALUATION SYSTEM

community	serving, and counselor avoids being involved in school and district events and projects.	participates in school and district events and projects when specifically requested.	projects and maintains positive and productive relationships with colleagues.	and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Teacher does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Teacher participation in professional development activities is limited to those that are convenient or are required.	Teacher seeks out opportunities for professional development based on an individual assessment of need.	Teacher actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Teacher is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Teacher 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.

For Teachers of the Visually Impaired Domain 1: Planning and Preparation				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1a: Demonstrating knowledge and skill in the VI unique skills area; holding the relevant teaching certificate. [FEAPs (a)1.a.; (a)3.e.]	TVI demonstrates little or no knowledge and skill in the VI unique skills area; does not hold the necessary certificate or license.	TVI demonstrates basic knowledge and skill in the VI unique skills area; holds the necessary certificate or license.	TVI demonstrates thorough knowledge and skill in the VI unique skills area; holds the necessary certificate or license.	TVI demonstrates extensive knowledge and skill in the VI unique skills area; holds a relevant teaching certificate.
1b: Establishing goals for the VI unique skills program appropriate to the setting and the students served [FEAPs (a)1.e.; (a)2.a.h.; (a)3.e.h.; (a)4.a.]	TVI has no clear goals for the VI unique skills program, or they are inappropriate to either the situation or the age of the students.	TVI's goals for the VI unique skills program are rudimentary and are partially suitable to the situation and to the age of the students.	TVI's goals for the VI unique skills program are clear and appropriate to the situation in the school and to the age of the students.	TVI's goals for the VI unique skills program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.

BDS INSTRUCTIONAL EVALUATION SYSTEM

1c: Demonstrating knowledge of district, state, and federal regulations and guidelines [FEAPs (a)1.a.,b.; (a)3.e.]	TVI demonstrates little or no knowledge of special education laws and procedures.	TVI demonstrates basic knowledge of special education laws and procedures.	TVI demonstrates thorough knowledge of special education laws and procedures.	TVI's knowledge of special education laws and procedures is extensive; TVI takes a leadership role in reviewing and revising district policies.
1d: Demonstrating knowledge of resources, both within and beyond the school and district [FEAPs (a)2.g.; (a)3.e.]	TVI demonstrates little or no knowledge of resources for students available through the school or district.	TVI demonstrates basic knowledge of resources for students available through the school or district.	TVI demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	TVI demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Planning the VI unique skills program, integrated with the regular school program, to meet the needs of individual students [FEAPs (a)1.b.c.f.; (a)3.e.g.]	VI unique skills program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	TVI's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	TVI has developed a plan that includes the important aspects of work in the setting.	TVI's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the VI unique skills program [FEAPs (a)1.d.; (a)3.e.; (a)4.b.c.d.f.]	TVI has no plan to evaluate the program or resists suggestions that such an evaluation is important.	TVI has a rudimentary plan to evaluate the VI unique skills program.	TVI's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	TVI's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
For Teachers of the Visually Impaired Domain 2: The Environment				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2a: Establishing rapport with students [FEAPs (a)2.d.f.h.; (a)3.e.]	TVI's interactions with students are negative or inappropriate; students appear uncomfortable in the educational environment.	TVI's interactions are a mix of positive and negative; the TVI's efforts at developing rapport are partially successful.	TVI's interactions with students are positive and respectful; students appear comfortable in the educational environment.	Students seek out the TVI, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	TVI exercises poor judgment in setting priorities, resulting in	TVI's time-management skills are moderately	TVI exercises good judgment in setting priorities, resulting in	TVI demonstrates excellent time-management

BDS INSTRUCTIONAL EVALUATION SYSTEM

[FEAPs (a)2.c.d.f.h.; (a)3.e.]	confusion, missed deadlines, and conflicting schedules.	well developed; essential activities are carried out, but not always in the most efficient manner.	clear schedules and important work being accomplished in an efficient manner.	skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishing and maintaining clear procedures for referrals [FEAPs (a)2.a.h.; (a)3.e.]	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.	TVI has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d: Establishing standards of conduct in the educational setting [FEAPs (a)2.b.h.; (a)3.e.]	No standards of conduct have been established, and disregards or fails to address negative student behavior during evaluation or lessons.	Standards of conduct appear to have been established for the educational setting. TVI's attempts to monitor and correct negative student behavior during evaluation and lessons are partially successful.	Standards of conduct have been established for the educational setting. TVI monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the educational setting. TVI's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and providing services [FEAPs (a)2.a.h.; (a)3.e.]	The educational setting is disorganized and poorly suited to working with students. Materials are usually available.	The educational setting is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The educational setting is well organized; materials are available when needed.	The educational setting is highly organized and is inviting to students. Materials are convenient when needed.
For Teachers of the Visually Impaired Domain 3: Delivery of Service				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
3a: Responding to referrals and evaluating student needs [FEAPs (a)2.e.; (a)3.a.b.c.d.e.i.; (a)4.a.]	TVI fails to respond to referrals or makes hasty assessments of student needs.	TVI responds to referrals when pressed and makes adequate assessments of student needs.	TVI responds to referrals and makes thorough assessments of student needs.	TVI is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Developing and implementing goals and/or objectives to	TVI fails to develop goals and/or objectives suitable for students, or plans are	TVI's plans for students are partially suitable for them or sporadically aligned	TVI's plans for students are suitable for them and are aligned with identified	TVI develops comprehensive plans for students, finding ways to

BDS INSTRUCTIONAL EVALUATION SYSTEM

maximize students' success [FEAPs (a)3.a.b.c.d.e.f.; (a)4.a.]	mismatched with the findings of assessments.	with identified needs.	needs.	creatively meet student needs and incorporate many related elements.
3c: Communicating with families [FEAPs (a)3.a.b.c.d.e.f.g.; (a)4.a.]	TVI fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	TVI's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities.	TVI communicates with families and secures necessary permission for evaluations, doing so in a sensitive manner.	TVI secures necessary permissions and communicates with families in a highly sensitive manner. TVI reaches out to families of students to enhance trust.
3d: Collecting information; writing reports [FEAPs (a)3.a.b.c.d.e.h.i.j; (a)4.a.c.de.]	TVI neglects to collect important information on which to base goals and/or objectives; reports are inaccurate or not appropriate to the audience.	TVI collects most of the important information on which to base goals and/or objectives; reports are accurate but lacking in clarity and not always appropriate to the audience.	TVI collects all the important information on which to base goals and/or objectives; reports are accurate and appropriate to the audience.	TVI is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness [FEAPs (a)3.a.b.c.d.e.j.; (a)4.a.d.]	TVI adheres to the plan or program, in spite of evidence of its inadequacy.	TVI makes modest changes in the program when confronted with evidence of the need for change.	TVI makes revisions in the program when they are needed.	TVI is continually seeking ways to improve the program and makes changes as needed in response to student, parent, or teacher input.
For Teachers of the Visually Impaired Domain 4: Professional Responsibilities				
	LEVEL OF PERFORMANCE			
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4a: Reflecting on practice [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	TVI does not reflect on practice, or the reflections are inaccurate or self-serving.	TVI'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.	TVI's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. TVI makes some specific suggestions as to how the program might be improved.	TVI's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. TVI draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators [FEAPs (a)1.e.;	TVI is not available to staff for questions and planning and declines to provide background material	TVI is available to staff for questions and planning and provides background material when	TVI initiates contact with teachers and administrators to confer regarding individual students.	TVI seeks out teachers and administrators to confer and solicit their perspectives on individual students.

BDS INSTRUCTIONAL EVALUATION SYSTEM

(b)1.a.b.c.d.e.]	when requested.	requested.		
4c: Maintaining an effective data-management system [FEAPs (a)1.e.; (b)1.a.b.c.d.e.(a)4.e.]	TVI's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust lessons or program when needed.	TVI has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust lessons or program when needed.	TVI has developed an effective data-management system for monitoring student progress and uses it to adjust lessons or program when needed.	TVI has developed a highly effective data-management system for monitoring student progress and uses it to adjust lessons or program when needed. TVI uses the system to communicate with teachers and parents.
4d: Participating in a professional community [FEAPs (a)1.e.; (b)1.a.b.c.d.e.]	TVI's relationships with colleagues are negative or self-serving, and TVI avoids being involved in school and district events and projects.	TVI's relationships with colleagues are cordial, and TVI participates in school and district events and projects when specifically asked to do so.	TVI participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	TVI makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development [FEAPs (a)1.e.; (b)1.a.b.c.d.e. – weak relationship]	TVI does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	TVI's participation in professional development activities is limited to those that are convenient or are required.	TVI seeks out opportunities for professional learning based on an individual assessment of need.	TVI actively pursues professional learning opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality [FEAPs (a)1.e.; (b)2]	TVI displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	TVI is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	TVI displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	TVI 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.

For Occupational and Physical Therapists and Speech Language Pathologists Domain 1: Documentation and Accountability				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
1a: (OT/PT Only) Developing an appropriate Plan Of Care for each individual student	Therapist does not consistently develop a Plan Of Care that meets the legal requirements for their profession	Therapist is able to develop a Plan Of Care that meets the legal requirements for their profession with peer mentoring	Therapist consistently develops a Plan Of Care that meets the legal requirements for their profession	Therapist consistently develops a Plan Of Care that meets the legal requirements for their profession and can be used as samples for the training of new

BDS INSTRUCTIONAL EVALUATION SYSTEM

				therapists.
1a: (SLP Only) Participating in Multi-Tier Support System (MTSS) process and providing Speech-Language support as needed	Therapist is not available to participate in MTSS meetings and does not provide support to the team when requested.	Therapist is available to attend some MTSS meetings and can answer some questions related to interventions.	Therapist is available to attend MTSS meetings, interpret data, and offers suggestions for interventions.	Therapist is an integral part of the MTSS team, including performing observations, modeling strategies, assisting with interventions, administering assessments, interpreting data, and problem solving.
1b: Demonstrating knowledge of resources, both within and beyond the school and district	Therapist demonstrates little or no knowledge of resources for students available through the school or district.	Therapist demonstrates basic knowledge of resources for students available through the school or district.	Therapist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Therapist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1c: Developing IEP goals and objectives to meet the needs of individual students	Therapist does not consistently write appropriate IEP goals and objectives.	Therapist writes appropriate IEP goals and objectives with peer guidance.	Therapist consistently writes appropriate IEP goals and at least two objectives which are measurable and attainable.	Therapist consistently writes appropriate IEP goals and at least two objectives which are measurable, attainable, and can be used as a model for new therapists.
1d: Developing and maintaining effective scheduling policies and procedures	Therapy schedule is nonexistent.	Therapy schedule is poorly documented or is inconsistently followed.	Written therapy schedule is available upon request. The schedule is developed through collaboration with other professionals and is consistently followed.	Written therapy schedule is provided to administration or other professionals, is developed through collaboration, and accommodates changing circumstances.
1e: Collecting information; writing reports with content that is useful to the audience	Therapist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Therapist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Therapist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Therapist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate, clearly written and are tailored for the audience.
1f: Maintaining an effective documentation system	Therapist's documentation system is either nonexistent or in disarray; it cannot be used to monitor	Therapist has developed a documentation system for monitoring student progress and	Therapist uses an established documentation system in an efficient manner,	Therapist uses the established electronic billing and documentation system to monitor student

BDS INSTRUCTIONAL EVALUATION SYSTEM

	student progress or to adjust treatment when needed.	occasionally uses it to adjust treatment when needed.	monitors student progress, and uses it to adjust treatment when needed.	progress and to adjust treatment when needed. Other professionals can use this documentation as a source of relevant information about student progress.
For Occupational and Physical Therapists and Speech Language Pathologists Domain 2: Therapy Environment				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
2a: Organizing time effectively for workload management and delivery of services	Therapy/evaluation session does not begin and end on time. There are no established rules and routines for the therapy session.	Therapy/evaluation session may or may not begin or end on time. There are some established rules or routines for the therapy session.	Therapy/evaluation session begins and ends on time. There are clearly established rules and routines for the therapy session.	Therapy/evaluation session begins and ends on time. There are clearly established rules and routines for the therapy session. Children understand the rules for entering and participation in therapy activities.
2b: Locating and organizing physical space for testing of students and providing therapy	The testing and therapy location is unsafe or poorly suited to the treatment goals.	The testing and therapy location is safe and adequately suited. Materials are difficult to find or poorly suited to the environment.	The testing and therapy location is safe and adequately suited. Materials are well organized or readily available when needed.	The testing and/or therapy location is safe and adequately suited. Materials are well organized, appropriately selected, and readily available when needed.
2c: Maintaining clear expectations for learning and achievement outcomes related to IEP goals and objectives	Therapy/evaluation interactions do not convey specific expectations. Instructional outcomes and activities are unrelated.	Therapy/evaluation interactions convey low expectations. Instructional outcomes and activities are unclear.	Therapy/evaluation interactions convey only modest expectations. Instructional outcomes and activities are vaguely explained.	Therapy/evaluation interactions convey high expectations. Instructional outcomes are clearly stated. Activities support IEP objectives.
2d: Collaborating with teachers and other professionals regarding student performance	Therapist does not communicate with other professionals.	Therapist has limited communication regarding discipline specific issues (e.g. strategies, equipment, positioning, progress, etc.) to other professionals.	Therapist communicates regarding discipline specific issues (e.g. strategies, equipment, positioning, progress, etc.) to other professionals upon request.	Therapist readily communicates regarding discipline specific issues (e.g. strategies, equipment, positioning, progress, etc.) to other professionals.
2e: Showing professionalism,	Therapist appearance is not appropriate. Therapist is	Therapist appearance is not appropriate for their professional	Therapist presents a professional appearance (as	Therapist presents a professional appearance (as

BDS INSTRUCTIONAL EVALUATION SYSTEM

engagement and appropriate communication	unengaged and makes little attempt to communicate with the audience.	discipline. Therapist is distracted and lacks communication appropriate to the audience.	defined by their professional discipline). Therapist is engaged in the session and communication is appropriate to the audience.	defined by their professional discipline). Therapist is directly engaged in the session and communication is effective and sensitive to student needs.
For Occupational and Physical Therapists and Speech Language Pathologists Domain 3: Engaging with client				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
3a: Establishing rapport with students	Therapist's interactions with students are negative or inappropriate; students appear uncomfortable.	Therapist's interactions with students are a mix of positive and negative; the therapist's efforts at developing rapport are partially successful.	Therapist's interactions with students are positive and respectful; students appear comfortable.	Therapist's interactions with students are positive and respectful; students appear comfortable, reflecting a high degree of comfort and trust in the relationship.
3b: Demonstrating flexibility and responsiveness to location and/or student needs	Therapist lacks flexibility to provide treatment in a variety of locations. Therapist is unaware of individual student needs.	Therapist demonstrates little flexibility to provide treatment in a variety of locations. Therapist has little awareness to individual needs and adjustments to therapy techniques (scaffolding, prompt-cue hierarchy).	Therapist demonstrates some flexibility to provide treatment in a variety of locations. Therapist is sensitive to individual needs and adjusts therapy techniques (scaffolding, prompt-cue hierarchy) sometimes.	Therapist demonstrates flexibility to provide treatment in a variety of locations. Therapist is consistently sensitive to individual needs and adjusts therapy techniques (scaffolding, prompt-cue hierarchy) as needed.
3c: Demonstrating knowledge and skill in the specialist therapy area	Therapist demonstrates little or no knowledge and skill in the therapy area.	Therapist demonstrates basic knowledge and skill in the therapy area.	Therapist demonstrates adequate knowledge and skill in the therapy area.	Therapist demonstrates extensive knowledge and skill in the therapy area.
3d: Integrating the therapy/evaluation program with the regular school program to meet the needs of individual students	Therapy/evaluation session consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Therapy/evaluation session has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Therapy/evaluation session uses activities with a general focus to address the intervention plan using broader goals.	Therapy/evaluation session uses specific activities with a clear focus to address the Individualized Education Plan goals and objectives or student needs.

BDS INSTRUCTIONAL EVALUATION SYSTEM

For Occupational and Physical Therapists and Speech Language Pathologists Domain 4: Professional Responsibilities				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT OR DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
4a: Demonstrating knowledge of district, state, and federal regulations and guidelines	Therapist demonstrates little or no knowledge of special education laws and procedures.	Therapist demonstrates basic knowledge of special education laws and procedures.	Therapist demonstrates - thorough knowledge of special education laws and procedures.	Therapist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
4b: Completing student evaluations/reevaluations in a timely and efficient manner	Therapist does not complete evaluation requests in a timely and efficient manner, missing legal deadlines or causing other team members to delay completing eligibility meetings	Therapist completes evaluation requests before the legal deadline, but poor time management causes unnecessary delays in completing the evaluation	Therapist completes evaluation in timely and efficient manner; evaluation reports are clearly written to be understood by parents, teacher, and non-therapists	Therapist completes evaluation in timely and efficient manner; evaluation reports are clearly written to be understood by parents, teacher, and non-therapists; reports impart useful information that can be applied in the school setting
4c: Engaging in professional development in order to maintain the relevant certificate or license	Therapist does not participate in professional learning activities, even when such activities are clearly needed for the development of skills. Therapist does not maintain the relevant certificate or license	Therapist's participation in professional learning activities is limited to those that are convenient or are required. Therapist does not renew the relevant certificate or license in a timely manner.	Therapist seeks out opportunities for professional development based on an individual assessment of need. Therapist maintains the relevant certificate or license.	Therapist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues or other professionals. (or) SLP Only: Maintains ASHA-CCC's
4d: Attends meetings (IEPs, in-services, school specific meetings, etc)	Therapist does not attend meetings, or arrives late to meetings; fails to prepare for meetings	Therapist attends meetings, but is not consistently prepared for the meeting or is habitually late for meetings.	Therapist consistently attends meetings and is prepared in advance for the purpose of the meeting.	Therapist consistently attends meetings and is prepared in advance for the purpose of the meeting; Therapist helps facilitate a positive meeting outcome.
4e: Developing and maintaining effective working relationships	Therapist rejects changes required to implement evolving departmental policies	Therapist is resistant to implement evolving departmental policies and procedures;	Therapist implements evolving departmental policies and procedures.	Therapist supports other's efforts to implement evolving departmental policies

BDS INSTRUCTIONAL EVALUATION SYSTEM

among other peers and professionals	and procedures; Therapist's interactions with others are negative or inappropriate; others appear uncomfortable; therapist's interactions with others are characterized as unhelpful.	interactions with others are a mix of positive and negative; the therapist's efforts at developing rapport are partially successful.	Therapist's interactions with others are positive and respectful; others appear comfortable; therapist's interactions with others are characterized as helpful.	and procedures; therapist's interactions with others are positive and respectful; others appear comfortable, reflecting a high degree of comfort and trust in the relationship. Therapist is considered a helpful and valuable member of the team.
4f: Therapy services are provided consistently	Therapist service delivery is not provided or documented as prescribed by the IEP.	Therapist service delivery is not provided or documented consistently as prescribed by the IEP.	Therapist service delivery is consistently provided and documented as prescribed by the IEP.	Therapist service delivery is consistently provided and documented using the established electronic billing and documentation system as prescribed by the IEP.

Components of the Observations Rubrics for Non-Classroom and Classroom Personnel

Instructional Staff Components for Evaluation Purposes	
Classroom Teacher Rubric	TOSAs, Resource Teachers, Literacy Coaches, STS, Title I RT
<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 3a: Communicating with Students • 3c: Engaging Students in Learning • 3d: Using Assessments in Instruction • 4b: Maintaining Accurate Records • 4c: Communicating with Families • 4f: Demonstrating Professionalism 	<ul style="list-style-type: none"> • 1a: Demonstrating knowledge of current trends in specialty area and PD • 1f: Developing a plan to evaluate the instructional support program • 2a: Creating an environment of respect and rapport • 2c: Establishing clear procedures for teachers to gain access to instructional support • 3a: Collaborating with teachers in the design of instructional units and lessons • 3c: Sharing expertise with staff • 3d: Locating resources for teachers to support instructional improvement • 3e: Demonstrating flexibility and responsiveness • 4c: Coordinating work with others • 4d: Participating in a professional community • 4f: Showing professionalism, including integrity and confidentiality
ESE Resource Teachers and DJJ Liaison	School Social Workers, Behavioral, Crisis Intervention
<ul style="list-style-type: none"> • 1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program • 1e: Establishing goals for the ESE support program appropriate to the setting and the teachers served • 1f: Developing a plan to evaluate the instructional support program • 2a: Creating an environment of trust and respect • 2b: Establishing a culture for ongoing instructional improvement • 3a: Collaborating with teachers in the design of instructional units and lessons • 3c: Sharing expertise with staff • 3e: Demonstrating flexibility and responsiveness • 4b: Preparing and submitting budgets and reports • 4c: Coordinating work with other instructional specialists • 4e: Engaging in professional learning 	<ul style="list-style-type: none"> • 1a: Demonstrating knowledge in specialty area • 1c: Establishing goals for the Service delivery program appropriate to the setting and those served • 2a: Creating an environment of trust and respect • 2d: Establishing and maintaining norms of behavior for professional interactions • 2e: Organizing physical space • 3a: Assessing student needs • 3b: Assisting students and teachers in the formulation and implementation of academic, personal/social plans, based on knowledge of student needs • 3e: Demonstrating flexibility and responsiveness • 4c: Maintaining accurate records • 4e: Engaging in professional learning • 4f: Showing professionalism

Media Specialists	Teachers of Visually Impaired Students
<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of literature and current trends in library/media practice and information technology • 1b: Demonstrating knowledge of the school's program and student information needs within that program • 1e: Planning the library/media program integrated with the overall school program • 2a: Creating an environment of respect and rapport • 3a: Maintaining and extending the library collection in accordance with school's needs and within budget limitations. • 3b: Collaborating with teachers in the design of instructional units and lessons • 3c: Engaging students in enjoying literature and learning information skills • 3d: Assisting with students and teachers in the use of technology in the library/media center • 4a: Reflecting on practice • 4b: Preparing and submitting reports and budgets • 4f: Showing professionalism 	<ul style="list-style-type: none"> • 1a: Demonstrating knowledge and skill in the VI unique skills area; holding the relevant teaching certificate • 1b: Establishing goals for the VI skills program appropriate to the setting and student served • 1e: Planning the VI unique skills program, integrated with the regular school program, to meet the needs of individual students • 2a: Establishing rapport with students • 2b: Organizing time effectively • 3a: Responding to referrals and evaluating student needs • 3b: Developing and implementing goals and/or objectives to maximize students' success • 3d: Collecting information; writing reports • 4a: Reflecting on practice • 4c: Maintaining an effective data-management system • 4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality
SLP/OT/PT	Haney
<ul style="list-style-type: none"> • 1a: Developing an appropriate plan of care for each student (OT/PT)/1A: Participating in MTSS process and providing Speech-Lang support, as needed • 1c: Developing IEP goals and objectives to meet the needs of individual students • 1f: Maintaining an effective documentation system • 2a: Organizing time effectively for workload management and delivery of services • 2c: Maintaining clear expectations for learning and achievement outcomes related to IEP goals and objectives • 2e: Showing professionalism, engagement and appropriate communication • 3c: Demonstrating knowledge and skill in the specialist/therapy area • 3d: Integrating the therapy/evaluation program with the regular school program to meet the needs of individual students • 4b: Completing student evaluations /reevaluations in a timely and efficient manner • 4c: Engaging in professional learning in order to maintain the relevant certificate or license • 4f: Therapy services are provided consistently 	<ul style="list-style-type: none"> • 1a: Demonstrating knowledge of content and pedagogy • 1c: Setting instructional outcomes • 1d: Demonstrating knowledge of resources and technology • 1e: Designing coherent instruction/Use of appropriate data • 2b: Establishing a culture for learning • 2d: Managing student behavior • 3a: Communicating with students • 3c: Engaging students in learning • 3d: Using Assessment in Instruction • 4b: Maintaining Accurate Records • 4c: Communicating with stakeholders

School Counselors	School Psychologists
<ul style="list-style-type: none"> • 1a: Demonstrating knowledge of counseling theory and techniques • 1b: Demonstrating knowledge of child and adolescent development • 1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district • 1e: Planning the counseling program, integrated with the regular school program • 2a: Creating an environment of respect and rapport • 3a: Assessing student needs • 3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs • 3c: Using counseling techniques in individual and classroom programs • 3e: Demonstrating flexibility and responsiveness • 4b: Maintaining records and submitting them in a timely fashion • 4f: Showing professionalism 	<ul style="list-style-type: none"> • 1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students • 1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district • 1e: Planning the psychology program, integrated with the regular school program, to meet the needs of students and including prevention • 2a: Establishing rapport with students • 2b: Establishing a culture for positive mental health throughout the school • 2c: Managing and maintaining clear procedures for referrals • 3a: Responding to referrals; consulting with teachers and administrators • 3c: Collecting information; writing reports • 3d: Planning interventions to maximize students' likelihood of success • 4b: Collaborating with teachers and administrators • 4c: Maintaining accurate records

Appendix D – Student Performance Measures

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

Student Performance Measures	
Teaching Assignment	Assessment(s)/Performance Standard(s)
Pre-Kindergarten (PK)	Curriculum Embedded SPOs Based on Assigned Students
Kindergarten (K)	Curriculum Embedded SPOs Based on Assigned Students
First Grade (1)	Curriculum Embedded SPOs Based on Assigned Students
Second Grade (2)	Curriculum Embedded SPOs Based on Assigned Students
Third Grade (3)	Curriculum Embedded SPOs Based on Assigned Students
Fourth Grade (4)	Curriculum Embedded SPOs Based on Assigned Students
Fifth Grade (5)	Curriculum Embedded SPOs Based on Assigned Students
Other (K-5) (including non-classroom instructional personnel)	SPOs Based on Job Functions
English/Language Arts, Reading Courses (6-8)	Curriculum Embedded SPOs Based on Assigned Students
Math Courses (6-8)	Curriculum Embedded SPOs Based on Assigned Students
Science Courses (8)	Curriculum Embedded SPOs Based on Assigned Students
Other (6-8) (including non-classroom instructional personnel)	SPOs Based on Job Functions
English 1	Curriculum Embedded SPOs Based on Assigned Students
English 2	Curriculum Embedded SPOs Based on Assigned Students
English 3	Curriculum Embedded SPOs Based on Assigned Students
English 4	Curriculum Embedded SPOs Based on Assigned Students
AP English Comp	Curriculum Embedded SPOs Based on Assigned Students
Algebra 1 (Honors); Algebra 1B	Curriculum Embedded SPOs Based on Assigned Students
Pre-AICE Mathematics 1	Curriculum Embedded SPOs Based on Assigned Students
IB Middle Years Algebra 1 Honors	Curriculum Embedded SPOs Based on Assigned Students
Geometry (Honors)	Curriculum Embedded SPOs Based on Assigned Students
IB Middle Years Geometry Honors	Curriculum Embedded SPOs Based on Assigned Students
Pre-AICE Mathematics 2	Curriculum Embedded SPOs Based on Assigned Students

BDS INSTRUCTIONAL EVALUATION SYSTEM

Student Performance Measures	
Teaching Assignment	Assessment(s)/Performance Standard(s)
Biology 1 (Honors); Biology Technology; Biology 1 Pre-IB; Integrated Science 3 (Honors)	Curriculum Embedded SPOs Based on Assigned Students
Pre-AICE Biology	Curriculum Embedded SPOs Based on Assigned Students
IB Middle Years Biology Honors	Curriculum Embedded SPOs Based on Assigned Students
Civics	Curriculum Embedded SPOs Based on Assigned Students
U.S. History	Curriculum Embedded SPOs Based on Assigned Students
ROTC	SPOs Based on Job Functions/Assigned Students
Other (9-12) (including non-classroom instructional personnel)	SPOs Based on Job Functions
District Non-Classroom Instructional Personnel	SPOs Based on Job Functions

Example - Student Performance Objective (SPO) - Planning and Preparation Guide

Student Performance Objective (SPO) - Planning and Preparation Guide

- The [source of this student performance measure](#) is derived from teacher selected and administrator approved SPO(s).
- The SPO(s) should align to the Deliberate Practice and should be a personalized student performance objective unique to the individual teaching assignment or job function.
- The fall SPO should be accomplished by the fall due date. The spring SPO should be accomplished by the end of year due date in March to facilitate the completion of evaluations prior to teacher renewal per ABCE contract.

Data Collection and Analysis

Step 1: Review state, district, school, and classroom-level student performance data for students currently assigned to you.

- Data from a variety of sources should be used. Behavior and attendance data may be included as data points but may not be the SPO.
- When analyzing the data to develop a student performance objective, consider the School Improvement Plan, school initiatives, and PLC areas of focus along with individual Deliberate Practice.

Step 2: Select the student group to be used for the development of a fall and spring student performance objective. The student performance objective review will be based on the teacher identified student group.

Step 3: Identify the student performance data that are most helpful for identifying areas of focus and guiding the development of Student Performance Objectives. SPOs must be based upon curriculum embedded assessments and non-classroom teacher SPOs must be aligned with the job function.

Identified Student Group	Assessment Type	Data Collection

Step 4: Student Performance Objective - [SPO Measurement Options & Examples](#)

Student Performance Objective should be SMART (Strategic and Specific, Measurable, Attainable, Results Based, Time-bound), specific to the student group identified, and indicate measurable improvements in student performance. SPOs must use growth or achievement data. The teacher is responsible for calculations.

Student Performance Objective	
Fall SPO: At least ____% of my _____ students will score at or above ____% on the _____ by _____	
____ Accepted ____ Revise and Resubmit	Notes:
Spring SPO: At least ____% of my _____ students will score at or above ____% on the _____ by _____	
____ Accepted ____ Revise and Resubmit	Notes:

Rubric for Rating: SPO to Current Year Earned Student Performance Measure Score <small>(Average between Fall and Spring Measure(s))</small>			
0 SPO Not Attempted	1 SPO Not Met	2 SPO Met	3 SPO Exceeded

Example - Student Performance Objective (SPO) - Planning and Preparation Guide (cont.)

Student Performance Objective (SPO) - Planning and Preparation Guide

- The [source of this student performance measure](#) is derived from teacher selected and administrator approved SPO(s).
- The SPO(s) should align to the Deliberate Practice and should be a personalized student performance objective unique to the individual teaching assignment or job function.
- The fall SPO should be accomplished by the fall due date. The spring SPO should be accomplished by the end of year due date in March to facilitate the completion of evaluations prior to teacher renewal per ABCE contract.

Data Collection and Analysis

Step 1: Review state, district, school, and classroom-level student performance data for students currently assigned to you.

- Data from a variety of sources should be used. Behavior and attendance data may be included as data points but may not be the SPO.
- When analyzing the data to develop a student performance objective, consider the School Improvement Plan, school initiatives, and PLC areas of focus along with individual Deliberate Practice.

Step 2: Select the student group to be used for the development of a fall and spring student performance objective. The student performance objective review will be based on the teacher identified student group.

Step 3: Identify the student performance data that are most helpful for identifying areas of focus and guiding the development of Student Performance Objectives. *SPOs must be based upon curriculum embedded assessments and non-classroom teacher SPOs must be aligned with the job function.*

Identified Student Group	Assessment Type	Data Collection
2nd grade ELA students	<i>Ex. iReady Reading Fall Diagnostic</i>	41% of Class "Early on grade level" or above
	<i>Ex. Classroom ELA Grades</i>	ELA Class average is 79%
	<i>Ex. Star Reading PM1</i>	35% of class scored at or above the 40th percentile

Step 4: Student Performance Objective - SPO Measurement Options & Examples

Student Performance Objective should be SMART (Strategic and Specific, Measurable, Attainable, Results Based, Time-bound), specific to the student group identified, and indicate measurable improvements in student performance. *SPOs must use growth or achievement data. The teacher is responsible for calculations.*

Student Performance Objective	
Fall SPO: At least 70% of my 2nd grade ELA students will score at or above 80% on the comprehension portion of the end of module assessments (Module #4) as scored using the HMH Assessment Guidelines and BDS Expectations by December 8, 2023.	
___Accepted___	Revise and Resubmit Notes:
Spring SPO: At least 80% of my 2nd grade ELA students will score at or above 9 out of 12 points possible on the Module #7- Lesson 15 Writing Performance task as scored using the appropriate rubric by March 8, 2024.	
___Accepted___	Revise and Resubmit Notes:

Rubric for Rating: SPO to Current Year Earned Student Performance Measure Score <small>(Average between Fall and Spring Results)</small>			
0	1	2	3
SPO Not Attempted	SPO Not Met	SPO Met	SPO Exceeded

Appendix E – Summative Evaluation Forms

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

Overall Summative Evaluation Rating – Calculated and Combined

1. Instructional Practice Observation – 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Greater than or equal to 50% at Level 1 and/or Level 0	If not meeting HE, E or U, then Needs Improvement or Developing	At least 75% at Level 3 and/or Level 2 and 0% at Level 0	At least 80% at Level 3 and 0% at Level 1 and/or Level 0

2. Instructional Practice: Deliberate Practice – 34%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
<ul style="list-style-type: none"> • Demonstrates no significant effort to work on the goals/gains/barriers/ action steps. • Demonstrates an indifference/ resistance to data, PLC/DP process. • No verifiable change in practice compared to previous year. 	<ul style="list-style-type: none"> • Inconsistencies exist in fulfilling Action Steps. • Limited evidence of an effort to work on the goals/gains/barriers/ action steps. • Participation in PLC/DP process may be limited or inappropriate - resistant to step forward as leader or back as team member as appropriate. • Made a limited change to practice. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps by due dates. • Individual contributes to discussions, led if facilitator role was assigned. • Met outside the PLC; presented information to PLC. • Made a change to personal practice, but may or may not be sustained. 	<ul style="list-style-type: none"> • Individual fulfills personal responsibility in Action Steps by due dates. • Individual participates in discussions, problem solving with team members, contributing ideas, stepping in as a facilitator/leader or back as a team member regularly and as appropriate. • Individual regularly collaborates outside the PLC and brings back suggestions/ideas which also serve to strengthen the PLCs work. • Has made a relevant change to personal practice with verifiable impact and/or has sustained implementation of the change.

3. Performance of Students – Final Student Performance Measure Score – 33%:

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective

4. Final Summative Evaluation:

Evaluation Component	Rating	Multiplied by %	Total
Instructional Practice Observation Summative Rating	(0, 1, 2, or 3)	33	
Instructional Practice Deliberate Practice Summative Rating	(0, 1, 2, or 3)	34	
Performance of Students Final Student Performance Measure Score	(0, 1, 2, or 3)	33	
Total	N/A	N/A	Numerical Value

Final Summative Evaluation Rubric

0	1	2	3
Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
Less than or equal to 1.0	Greater than 1.0	Greater than or equal to 1.5	Greater than or equal to 2.40

Appendix F – Additional Instructional Practice Information

Detailed Steps for Instructional Practice Observation Process:

Teacher Conducts Self-Assessment

Teachers conduct a self-assessment in the four Domains of the Framework for Teaching using the rubric for their particular area. The rubric evaluates the consistency, frequency and quality of work. Evidence and artifacts demonstrate how the practice is done over time. An explanation of the Levels of Performance can be found in *Enhancing Professional Practice* by Charlotte Danielson (pages 38-42). This self-assessment is designed to assist the teacher in identifying areas of strength and areas that should be targeted for enhancement or growth. Teachers add the administrator(s) to their evaluation plan and share the plan.

Pre-work Instructional Practice Observation

The Bay District Schools Pre-Observation Conference information should be submitted by the teacher prior to the observation. Teachers should provide lesson plans, relevant materials and information in the evidence portion of the instructional practice component in AIMS following the administrator's directions.

Classroom teachers and non-classroom teachers may answer questions to demonstrate evidence of planning and preparation while also providing information to the administrator prior to the instructional practice observation.

Questions the classroom teacher should answer prior to the Observation of Instructional Practice

1. What do you expect your students to learn?
2. How will you know they have learned it?
3. What strategies will you use to ensure the success of all students?
4. What will you do for those who do not reach proficiency? What will you do for those who do?
5. Is there anything that you would like me to specifically observe during the lesson?

Questions the non-classroom teacher should answer prior to the Observation of Instructional Practice

1. To which of your job responsibilities does this activity relate?
2. How does this activity support the teaching/learning process at your school?
3. If you will be working with students during this activity, briefly describe the students with whom you will have contact, including those with special needs.
4. What are your goals for this activity and how will you know if they are achieved?
5. How will you engage students and/or peers in this activity? What will you do? What will the students/peers do? Provide any specific materials that you will use.
6. How will you differentiate instruction for different individuals or groups of students in the class if the activity is conducted with students?
7. How will this activity support the overall school improvement goals of our school/district?
8. Is there anything that you would like me to specifically observe during the activity?

Administrator Observation of Instructional Practice (the lesson)

The administrator should arrive in the classroom or designated place at the agreed upon time that was scheduled with the teacher in advance. The formal observation of instructional practice

should be for a class period (a minimum of 30 minutes is recommended). During the observation, the administrator takes notes throughout the lesson or activity, documenting evidence of teaching with what the teacher and students say, and documenting what happens. This concrete evidence gives specificity to the administrator's feedback during the post-conference.

If the administrator, due to illness or emergency, is unable to observe the teacher's lesson that was documented in the pre-conference information, another observation must be scheduled and the teacher will submit corresponding documentation. If the observation is canceled due to teacher illness or emergency, the administrator can establish a new observation time with the teacher to observe the submitted lesson or set a new time to observe a different lesson.

What Will Administrators Record? -- *Evidence of Teaching*

Charlotte Danielson refers to the collection of the evidence of a teacher's instructional practices as the "harvest of the work of teaching."

The *Framework for Teaching* guides the collection of evidence of practice:

- that is grounded in events, actions, statements, and artifacts of teaching and learning
- that serves as a basis for decision-making
- that promotes reliability and consistency in teacher supervision and evaluation

Evidence is a factual reporting of events. It may include:

- verbal comments from teacher or student
- teacher and student actions and behaviors
- artifacts prepared by the teacher, students or others

Opinion versus Evidence

The *Framework for Teaching* requires administrators to quantify what they see and hear in the classroom rather than generalize their thoughts, which can easily be misconstrued as opinion. Examples of the difference between opinion and evidence.

Component	Opinion	Evidence
2a	The classroom was welcoming.	T stood by the door and welcomed each student by name as he/she came into the classroom.
2b	Teacher has low expectations for students.	T "This is easy stuff...If you don't understand, it's okay, you won't have to know it for the test."
2c	Very little instructional time was lost.	Transition to pre-set groups took less than one minute.
2d	The classroom was out of control.	4 students played cards during silent reading time; 2 students sharpened pencils while other students were addressing class; 1 student drummed loudly on desk
2e	The teacher did the best she could with limited space and materials.	Desks were arranged so all students could see and hear the teacher. Pathways were

		clear.
3a	Teacher repeated the directions over and over.	Teacher repeated the directions three times
3b	Teacher asked higher order thinking questions.	T “Does the earth move around the sun?” S answered. “How do we know that the earth moves around the sun?”
3c	Students were engaged in the lesson.	All students had their eyes on the teacher as she modeled their next activity.
3d	Teacher assessed students informally.	T “Give me a ‘thumbs up’ if you’re ready to move on.” T quickly walked around classroom to monitor progress of science project.
3e	Teacher used a question as a teachable moment.	“Interesting thought, what does everyone else think? How do YOU think those two animals get along in the wild?”

Post-Observation of Instructional Practice Conference

After the instructional practice observation, the administrator will reflect on what was observed in the classroom or during the activity. The administrator will utilize the applicable Framework for Teaching Rubric housed in AIMS, align evidence to the Framework Components, and determine initial component ratings. Once the administrator’s observation of instructional practice ratings has been entered into AIMS, they can be made available for the teacher’s review prior to the Post-Observation of Instructional Practice Conference. The teacher should complete the Post-Observation questions and submit them following the administrator’s directions. The Post-Observation of Instructional Practice Conference should occur as soon as possible after the observation and it is recommended that it be held within ten (10) workdays.

At the Post-Observation of Instructional Practice Conference, the administrator will share and review with the teacher the evidence collected. The teacher is invited to supply additional artifacts or evidences from the lesson.

Post-observation of Instructional Practice Conference questions the classroom teacher should answer prior to the meeting.

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. If you have samples of student work, what do they reveal about the students’ levels of engagement and understanding? Do they suggest modifications in how you might teach this lesson in the future?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

Post-observation of Instructional Practice Conference questions the non-classroom teacher should answer prior to the meeting.

1. In general, how successful was the activity? Did you accomplish what you intended to do? How do you know?
2. In reflecting on the success of the activity, how would you modify it in the future?
3. Comment on your procedures and your use of physical space. To what extent did these contribute to the success of the activity?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your performance during the activity (e.g., activities, grouping of students/peers, materials, and resources). To what extent were they effective?
6. If you had an opportunity to conduct this activity again with the same group, what would you do differently?

Feedback, Guidance and Coaching

Administrators must consider a continuum of support when conversing with teachers based on the teacher's developmental level of instructional practice. In some instances, the administrator must be more direct with the teacher. However, most teachers are reflective of their instructional practices and will collaborate with the administrator to generate ideas for growth. In some cases, administrators can assume a non-directive support role allowing the teacher to develop their own ideas, alternatives and solutions. Definitions and examples of feedback, guidance and coaching:

- Feedback: Specific comments regarding observed behaviors
Three students responded during the discussion.
- Guidance: Suggestion(s) on how to better meet expectations or improve performance
You might consider allowing more wait time to engage more students in the discussion.
- Coaching: Questions and/or paraphrased responses to clarify, reinforce, and cause reflection
How might you vary your questioning strategy to increase student participation during discussions?

5. Determine Level of Teacher's Performance for Instructional Practice Observation

Based on the evidence collected and provided through the instructional practice observation cycle, the level of performance for each component will be rated in AIMS. During the formative and/or summative instructional practice review, the administrator and teacher will examine the alignment of the evidence and artifacts to the identified rubric language. The instructional practice observation administrator evidence and scoring will be finalized in AIMS.

Additional Information for Instructional Practice: Deliberate Practice

Step-by-step details for the Instructional Practice: Deliberate Practice process.

Identify the Primary PLC

Personnel participate in a primary PLC. A person may communicate with several PLCs, but there must be a *primary* PLC.

Establish Anticipated Goals, Gains and Barriers

Due: On or before TBA

- Administrators and leadership teams share the vision and mission for PLC work for the upcoming school year along with any data pertinent to school improvement.
- PLC members establish norms. (Learning by Doing, pgs 133-139)

- It is suggested that in addition to establishing norms, members discuss important what if scenarios such as: What if someone is not adhering to the norms? What will PLC members do? What if someone is not adhering to the due dates? What will PLC members do? What if someone is being less than professional? What will PLC members do?
- PLC members review work completed during the previous year. What was successful? What needs improvement? What needs to be repeated? What needs to be removed?
- PLC members decide upon the current years' anticipated Goals/Gains/Barriers and Action Steps.

PLC Collaboration:

- PLC members establish a goal (or goals) for the school year. Goals should be numeric and align to the school improvement plan. Data that is available after the deliberate practice final entry and rating are due should not be used. Goals should take into consideration where the PLC is on their journey to being a fully operational PLC. PLC's just beginning to engage in PLC work may have very different goals than a PLC that is established and fully functional.
- Next, PLC members discuss gains they intend to make in the school year. Beyond the numeric goal that the team just set, what does the PLC hope to learn throughout the PLC process? What professional learning, including individual professional learning, will need to be completed to meet the goal? Again, this will depend on where the PLC is on their continuum of PLC implementation. A beginning PLC may not know clearly what they want to gain beyond the first common formative assessment and sharing that data. More established teams may have already begun and be ready to continue the complicated conversations around grading and reporting.
- Finally, PLC members should think about the barriers to the goal(s) and gains. Lack of information can be a barrier and as such the PLC needs to acknowledge the barrier and start thinking about HOW they will address that barrier. Acknowledging the barrier also helps an administrator determine resources the PLC needs to accomplish the necessary work. Gains and barriers may correspond. For example, a PLC may know that using mathematical language is high-effect strategy to increase math proficiency (gain)—but may not know precise mathematical language for the course (barrier). Acknowledging the barrier can assist with determining the professional learning needed.
- Note: There is no set number for how many goals, gains or barriers. The identification of the goals, gains and barriers are to help teams establish the work that must be done next in the Action Steps.
- *PLC members collaboratively write the goals, gains, and barriers. Each person must input into AIMS.*

Create Action Steps

On or before TBA

- PLC members consider the actions that must be completed by the PLC to address the stated goals, gains and barriers by the final DP due date. It should be noted that these action steps are fluid and will need to be monitored and updated as needed.
- Some of the action steps will have hard due dates, while some may merely be statements of the PLC processes the members agree to abide by, how they will be completed, and by when they will be completed. These may not be dates, but may give ranges. For example, following a common formative assessment, the PLC will meet the day after the common assessment is given to quickly understand and initiate changes to instruction.

- Individual PLC members will then establish their own action steps in order to assist the PLC with meeting the PLC Action Steps. Individuals add these to AIMS.

Engage in the PLC work

- Step four is when PLC members engage in the ongoing, collaborative, recursive PLC cycle of examining standards, planning and preparing instruction, building common assessments, planning and then implementing instructional strategies, implementing common assessments, analyzing common assessment data, and refining instruction based on the data. Documentation of the PLC meetings are submitted and evidence of common planning for instruction and assessment is observable. PLC minutes are expected, but their format can be adjusted to meet the needs of a school or team. This is at the principal's discretion.

Reflections

- Step five is to reflect both mid-year and at the end of the year. Prior to reflections being due, PLC members examine the goal or goals and gains they initially set and review the action steps. Have any been met? Do any need to be adjusted? Does anything need to be added? Individuals should then respond to reflection questions mid and end of year. These responses are uploaded to AIMS and are an important piece of evidence for Step 6: Administrator Assigns Formative Deliberate Practice Rating.

Individual mid-year reflection questions and responses uploaded to AIMS (Due TBD):

- As you have compared your student's growth/achievement on all common assessments to others in the PLC, what impact is this having on your students' growth/ achievement? OR As you and your team examined the common problem data, what has the data indicated needs to be your team's next steps? What has the data indicated needs to be your next steps?
- What changes are you making to your instruction/practice based on the ongoing common assessment data analysis/common problem data analysis? What evidence do you have that would show your progress?
- Collaboration is an important part of the PLC process. It involves doing your part; being able to lead and follow; sharing ideas and stepping back to listen. Describe your participation in the PLC process, paying close attention to your personal responsibility in the Action Steps and how you work as a team member (stepping forward to share other ideas and stepping back to listen to others). When and how are you collaborating outside the PLC and what you are bringing back to share?
- What questions, concerns or barriers do you still have regarding the goal(s), gains and/or barriers?

Individual end of year reflection questions and responses uploaded to AIMS (Due TBD):

- How have you and your team met and/or sustained work on the PLC goal since the mid-year reflection?
- How did you and your team use the formative feedback provided by your administrator during the mid-year reflection?

Additional Deliberate Practice Information

Deliberate Practice Rating information:

- The deliberate practice rating is not a group score. It is based on an individual's contribution to the work of the PLC. It is possible that group members will have different scores based on individual contributions.
- Administrator provides formative score in AIMS for each staff member.
- In situations where an individual may not be an active contributor, is not fulfilling individual responsibilities or there are general concerns, the administrator should meet with the teacher to address these concerns.
- A face to face is not required unless there is a question about the score.

Administration

- It is suggested that administrators at the school have Professional Learning Communities assigned to them and the PLC members are personnel that the administrator evaluates.
 - Administrators should attend assigned PLCs to observe, provide written and verbal feedback and offer guidance or suggestions as appropriate. Administrators may or may not need to attend PLC meetings on the PLC work date. The administrator's attendance serves multiple purposes such as providing assistance/guidance and feedback to the PLC, observing the PLC as a group as well as individuals, gathering evidence for the DP rating, and gathering evidence for Domain 1 (planning).
- Administrators should review PLC minutes.
- It may occur that the admins rating for the DP may be different than what the teacher feels he/she should have been scored. In instances such as this, the administrator and teacher meet specifically to discuss why this discrepancy is occurring and any additional evidence that needs to be brought to light. This meeting may or may not change the final rating, but will allow for additional discussion to take place if necessary. If there is no question about the rating, then a DP meeting is not required.

Lesson Plans

- Evidence of lesson planning can be found in individual lesson plans, classroom walkthroughs/observations, or PLC Minutes. As long as it is clearly in one place, it need not be in all places copied and pasted. Principals may have staff members be systematic in where the documentation is placed so that it is easily found for monitoring purposes.
- A task force, comprised of ABCE members, principals and district staff established seven elements of good lesson planning. They are as follows:
 1. Instructional outcomes stated as goals aligned to standards.
 2. Evidence of DOK (Levels of Thinking in Tasks and Questions).
 3. Direct Instruction leading to guided practice, leading to independent practice over time. Not necessary for each one to occur every day.
 4. Evidence of formative and/or summative assessments.
 5. Alignment of Resources to standards and activities/tasks.
 6. Differentiation embedded in #3.
 7. Reflection/Analysis of data.

Other

- For those whose primary work is done with teachers rather than Prk-12 students, then the reflection questions and work should center on the teacher as the "student."