Hancock County Schools Certified Evaluation Plan

April 16, 2015

May 2020 District CEP Committee determined the only changes was the KDE required addition of PSEL standards for administrators.

May 27, 2021 Revised & Board Approved

Hancock County Schools Certified Evaluation Plan Committee

Chairperson –Kyle Estes	**Superintendent**	**Administrator**
Aleta Sisk	**Director of Special Education**	**Administrator**
Kelly Moore	**ES Principal**	**Administrator**
Jennifer Howe	**ES Principal**	**Administrator**
Traci Sanders	**MS Principal**	**Administrator**
Ginger Estes	**HS Principal**	**Administrator**
Ashley Elder	**North Hancock Elementary**	**Teacher**
Betty Jane Mitchell	**South Hancock Elementary**	**Teacher**
Wes Meserve	**Hancock Co. High School**	**KEA Teacher Representative**
Jeni Goodall	**Hancock Co. Middle School**	**Teacher**
Jared Taylor	**Hancock Co. High School**	**Teacher**
Lori Roberts	**Hancock Co. High School**	**Teacher**

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HANCOCK COUNTY SCHOOLS CERTIFIED EVALUATION PLAN

The Hancock County School District *hereby assures the Commissioner of Education that:*

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (KRS 156.557).

Name:	**Title**:
Kyle Estes	Superintendent
Aleta Sisk	Director of Special Education
Kelly Moore	Principal North Hancock Elementary
Jennifer Howe	Principal South Hancock Elementary
Traci Sanders	Principal Hancock County Middle School
Ginger Estes	Principal Hancock County High School
Ashley Elder	Teacher, North Hancock Elementary
Betty Jane Mitchell	Teacher, South Hancock Elementary
Jeni Goodall	Teacher, Hancock County Middle School
Wes Meserve	Teacher/KEA Rep Hancock County High School
Jared Taylor	Teacher, Hancock County High School
Lori Roberts	Teacher, Hancock County High School

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557)

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every three (3) years. (KRS 156.557)

Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557).

This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (704 KAR 3:370)

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative (KRS 156.557).

The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.

ASSURANCES

The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May 27, 2021. (704 KAR 3:370)

_____   _____

Signature of District Superintendent   Date

_____   _____

Signature of Board Chairperson   Date

District Professional Growth and Effectiveness Plan

Professional Growth and Effectiveness System

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified Evaluation Plan (CEP):** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.
5. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
6. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
7. **Evaluatee:** A certified school personnel who is being evaluated.
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Formative Evaluation:** As defined by KRS 156.557(1)(a).
10. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
11. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
    a. Teachers and other professionals who are rated ineffective in professional practice or for whom immediate change in behaviors are required.
    b. Principals who are rated ineffective in professional practice or for whom immediate change in behaviors are required.
12. **Job Category:** A group or class of certified school personnel positions with closely related functions.
13. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
14. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments,

and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.

15. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have met state requirements to evaluate certified staff.

16. **Observer Update Training:** The process of ensuring that certified school personnel have ongoing training in observing teachers and other professionals for the purposes of evaluation and providing feedback.

17. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.

18. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.

19. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.

20. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.

21. **Professional Growth Plan (PGP):** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.

22. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.

23. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.

24. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

25. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.

26. **Summative Evaluation:** As defined by KRS 156.557(1)(d).

27. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

Orientation

An orientation session to acquaint certified employees with the evaluation process will be conducted by administrators **within the first month of reporting** for employment each school year. All employees who are newly hired during the school year will receive training within their first month of employment.

This annual review shall be an explanation of the contents of the evaluation plan, including the Framework for Teaching and/or Evaluation Standards and Performance Criteria for teachers and other professionals.

For purposes of evaluations, a principal may appoint an assistant principal to serve as primary supervisor and primary evaluator for certified staff. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

All monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the domains of:

Framework for Teaching	Specialist Frameworks for Other Professionals
Planning and Preparation	Planning and Preparation
Classroom Environment	Environment
Instruction	Instruction/Delivery of Service
Professional Responsibilities	Professional Responsibilities

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain.

The use of professional judgment based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Evaluators must use the following categories of evidence in determining overall ratings:

Sources of Evidence
- Multiple Measures
- Observation
- Self-Reflection
- Other Measures of Student Learning and Products of Practice which may include but not limited to the following:
  - Curriculum documents
  - Lesson plans
  - Communication logs
  - Timely, targeted feedback from mini or informal observations

- o Student data records
- o Student work
- o Student formative and/or summative course evaluations/feedback
- o Minutes from PLCs
- o Teacher reflections and/or self-reflections
- o Teacher interviews
- o Teacher committee or team contributions
- o Parent engagement surveys
- o Records of student and/or teacher attendance
- o Video lessons
- o Engagement in professional organizations
- o Action research
- o Communication evidence
- o Other evidence as deemed appropriate by school or district
- o Professional Development documentation
- o Student surveys
- o Collaboration with parents
- o Classroom management evidence

All components and sources of evidence related supporting an educator's professional practice will be completed and may be recorded in the State Technical Platform **or** documented on district forms.

Letters and Memos

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

Determining Performance Measure Ratings

Four performance measures along with other evidence and professional judgement are used for each component within the domains of the Framework to determine a performance measure rating.
The four performance measure ratings are as follows:

- **Exemplary** rating consistently exceeds expectations for effective performance.
- **Accomplished** rating consistently meets expectations for effective performance.
- **Developing** rating inconsistently meets expectations for effective performance.
- **Ineffective** rating consistently fails to meet expectations for effective performance.

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

FRAMEWORK for TEACHING (FfT)	Domain	Planning & Preparation						Classroom Environment					Instruction					Professional Responsibilities					
	Component	1a -Knowledge of content/pedagogy	1b-Demonstrate knowledge of students	1c- Setting Instructional Outcomes	1d-Demonstrates knowledge of resources	1e-Designing Coherent Instruction	1f- Designing Student Assessment	2a-Creating Env. of Respect & Rapport	2b-Establish Culture of Learning	2c-Maintaing Classroom Procedures	2d-Managing Student Behavior	2e-Organizing Physical Space	3a-Communicating with Students	3b-Questioning & Discussion Techniques	3c-Engaging Students in Learning	3d-Using Assessment in Learning	3e-Demonstrating Flexibility & Responsive	4a-Reflecting On Teaching	4b-Maintaining Accurate Records	4c-Communicating With Families	4d-Participating in Profess. Learning Comm.	4e-Growing & Developing Professionally	4f-Showing Professionalism

SOURCES OF EVIDENCE To Inform Professional Practice	Supervisor Observation	Evidence (pre and post conferences)						Observation										Evidence (pre and post conferences)					
	Products of Practice	Evidence (pre and post conferences)						Observation and Products of Practice										Evidence (pre and post conferences)					
	Professional Growth	Professional Growth Planning and Self Reflection																					
	Self-Reflection																						
	Student Work/ Progress Samples	Evidence (pre and post conferences)						Student Work Samples										Evidence (pre and post conferences)					

Professional Practice

Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, student work/progress samples, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers and other professionals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection. Professional Growth Plans will align with school/district improvement plans. The Professional Growth Plans of teachers/other professionals on a corrective action plan will be more specifically guided by the administration based on identified needs with teacher input.

Reflective practices and professional growth planning are frequent and repetitive processes. The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

REQUIRED
- All teachers will participate in self-reflection and professional growth planning each year.
- All teachers will document self-reflection and professional growth planning in the State Technical Platform **or** on district forms.
- Self-reflection process will be completed by **October 1st** of each year. For employees hired after the start of the school year, the self-reflection must be completed within 30 working days of assuming professional responsibility.
- Professional Growth Plans will be submitted to supervisor via the State Technical Platform **or** on district forms **on or before October 1st** each year. For employees hired after the start of the school year, the professional growth plan must be completed within 30 working days of assuming professional responsibility.
- For returning employees the self-reflection and Professional Growth Plans may be created at the end of the current year but must be **finalized by October 1st** of the next school year.
- Non-tenured employees who receive an ineffective rating will not be recommended for continued employment with Hancock County Public Schools. Tenured teachers with an ineffective rating will be placed on a corrective action plan

Observations

The observation process is one source of evidence to determine teacher effectiveness. Supervisor observations may use the State Technical Platform **or** district forms. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice.

Hancock County Observation Model for Teachers and Other Professionals Participants

- The Primary Evaluator is the immediate Supervisor. Principals can designate assistant principals as the primary evaluator for certified staff.
- In emergency situations where the Primary Evaluator is unable to finish an observation cycle, an alternate fully-certified evaluator will be assigned to complete the observation cycle for those on the caseload.
- Non-tenured and tenured teachers on a one year cycle will have three (3) observations in each summative year. A minimum of three (3) observations (2 mini and one full) conducted by the supervisor. This occurs until they reach tenure or are placed on a 3 year cycle.
- Tenured teachers will receive 3 evaluator observations (2 mini and one full) in their cycle (which covers a 3 year span). Timeline found on page 13.
- Mini observations are approximately 20-30 minutes in length.
- Mini observations by evaluator can be unscheduled and do not require a pre-observation meeting.
- Final observation is conducted by the supervisor and is a full observation.
- Summative evaluation conferences shall be held at the end of each summative cycle and shall include all Professional Growth and Effectiveness data. All summative conferences must be held and finalized by April 1 (unless a CEP extension is granted by the Superintendent or designee)
- All observations must be documented in either the State Technology Platform **or** on district forms located in the appendix.
- The KTIP process will serve as the Certified Evaluation Program for all KTIP teachers, no additional observations or documentation will be required beyond the state KTIP program.
- Additional observations may be conducted as needed for any teacher or other professional.
- Guidance Counselors and Librarians/Media Directors will have a one year summative cycle.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements:
- Pre-observation conferences are required for the full observation. Pre-conferences may occur, but are not required for the mini observations by the evaluator. Use of the Pre-Observation Conference Form is required.
- Pre-observation conferences with the supervisor must be conducted in person within 5 working days of the observations. Supervisors may use the State Technology Platform **or** District Forms to document.
- Full observations will have a pre and post conference documented on district approved forms (appendix) or State approved Technology Platform.
- All observations will include a post-observation conference to be conducted within five (5) working days. The observer will have documentation of the observation ready for this meeting.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle. During the summative conference, the evidence from multiple sources will be reviewed in determining the summative rating.
- Any evaluation conference documentation, including the evaluation, will be signed by the evaluator and the evaluatee. The evaluatee shall receive a copy.

- Evaluatee's may provide written response to be included with evaluation documentation as a part of their official personnel record.
- A summative report shall be printed from the State Technical Platform **or** on district forms at the conclusion of the summative conference and signed by both the evaluator and evaluatee. The summative report shall be included in the district teacher personnel file. (704 KAR 3:345). The evaluatee will also be provided a copy of the summative report.

Observation Schedule

- Observations may begin after the evaluation training takes place within the first 30 days of employment.
- Timelines for when observations must be completed:

Non-tenured or 1-year Cycle Teachers
- First Observation Window – After initial training – October 30st
- Second Observation Window – November 2st – January 8th
- Third Observation Window – January 11th – March 26th

- Non-tenured teachers and teachers on a one-year growth plan or 12-month corrective action plan will have two mini observations by their supervisor and a full observation by their supervisor each year until they are tenured or return to a three-year growth plan cycle.

Tenured or 3-year Cycle Teachers
- Mini or Full Observation (depending on cycle) – after initial training – March 29th

- Evaluators may seek window extensions on an individual basis from the Superintendent or designee under extenuating circumstances when employees go on FMLA, extended maternity leave or have significant absences affecting the ability to complete one of the windows on time.
- Tenured teachers on a three-year growth plan cycle will have one mini observation by an evaluator the first year, one mini observation by the evaluator the second year, and the full observation the third year.
- All observations & Conferences must be completed by March 29th of a school year for both tenured and non-tenured staff unless circumstances warrant a superintendent approved extension.
- **Observation windows and summative conference data may be altered by the Superintendent or Assistant Superintendent if needed due to inclement weather or emergency situations.
- Superintendent or Assistant Superintendent may reduce the number of minimum observations of a teacher or other professional evaluations during the summative evaluation cycle for teacher or other professionals who do not report for work sixty (60) or moreconsecutive school days or miss extensively throughout the year. Any teacher or other professional in this situation will work with their direct supervisor to create an evaluation plan that must be approved by the Superintendent or Assistant Superintendent and must include at least two observations by their direct supervisor. For tenured teachers who have extenuating circumstances, do not work 60 or more consecutive days or miss extensively immediate supervisors may request altered timelines which include 2 mini observations by immediate supervisor and 1 full observation in a summative cycle even if those are shifted within other years of the summative cycle. In extraordinary cases the number of observations may be reduced. For non-tenured with these extenuating circumstances immediate supervisors may request altered requirements with no less than 1 mini observation by a supervisor and 1 full observation. All requests should be made to the Superintendent or Assistant Superintendent.
- All Summative evaluation documentation for personnel records should be completed and sent to the Personnel Coordinator at the Hancock County Board of Education on or before April 15th unless an extension is granted by the Superintendent or designee.
- A minimum of two observations shall be conducted by evaluators for any teacher or other professional hired on or after 60 days following the first day of instruction.

Observer Certification

All new administrators shall be initially trained, tested, and certified according to state guidelines, including training by the district in the use of the local evaluation process. (704 KAR 3:345, Section 6) This refers to the one-time, state, twelve-hour new administrator training and the six-hour annual training by the district.

All experienced observers will complete annual training. Hancock County Public Schools will follow state requirements for annual training.

Peer Observation for Teachers & Other Professionals Participants

Peer observation may occur as a part of each school's Professional Learning Community (PLC) process but will not be a part of the Certified Evaluation Plan.

Student Voice for Teachers & Other Professionals Participants

Schools may conduct self-selected Student Voice Surveys but the data will not be a part of the formal Certified Evaluation Plan.

Determining the Overall Performance Category
For Teachers & Other Professionals

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice over the entire cycle. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains and decision rules that establish a common understanding of performance thresholds to which all educators are held.

Rating Professional Practice

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle.

MEASURE RATINGS

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

REQUIRED
- Observation
- Self-Reflection and PGP

OPTIONAL
- Other: District-Determined – Must be identified in the CEP **or**

PROFESSIONAL JUDGMENT

MEASURE 1: [I,D,A,E]

MEASURE 2: [I,D,A,E]

MEASURE 3: [I,D,A,E]

MEASURE 4: [I,D,A,E]
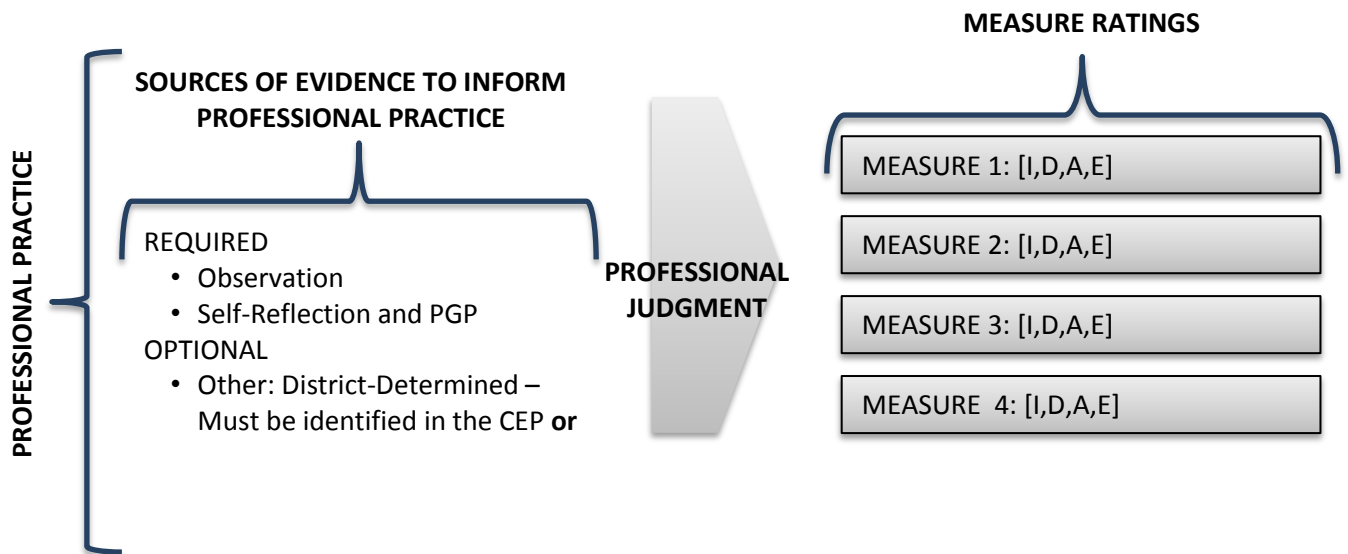
REQUIRED
- Evaluators will provide a summative rating for each domain based on evidence.
- The Summary of Evidence must be completed in the State Technology Platform **or** on district Summative forms.
- Either the Summary of Evidence or the district Summative form must be signed and placed in the employee's school and district personnel files. The evaluatee will also be given a copy.

Steps to Determine the Summative Performance Category for Teachers and Other Professionals

An educator's Overall Performance Category is determined by the following steps:

1. Determine the individual domain/performance measure ratings through the use of multiple sources of evidence, observations and professional judgment.
2. Apply District Decisions Rules for determining an educator's Professional Practice. When state decision rules will not work using the chart below, the supervisor will make the final rating using professional judgment for the Overall Performance Category
3. All Summative ratings must be recorded on approved district summative forms.

Step #2

Criteria for Determining Summative Rating	
IF	THEN
If Environment __and__ Instruction are both rated __ineffective__	The Summative Rating is __ineffective__.
If Environment __or__ Instruction is rated __ineffective__	The Summative Rating is __developing__ or __ineffective__
If Planning __or__ Professionalism is rated __ineffective__	The Summative Rating shall not be __exemplary__.
If two Performance Measures are rated developing and two are rated __accomplished__	The Summative Rating shall be __accomplished__ only if Environment or Instruction is rated __accomplished__.
If two Performance Measures are rated __developing__ and two are rated __exemplary__	The Summative Rating shall be __accomplished__ only if Environment or Instruction is rated __exemplary__.
If two Performance Measures are rated __accomplished__ and two are rated __exemplary__.	The Summative Rating shall be __exemplary__ only if Environment or Instruction is rated __exemplary__

Step #3

Reviewi all three (3) years of Professional Practice Ratings to determine summative progress over time should be considered.

Determining the Overall Performance Category and Summative Rating

- The total rankings will be considered from the previous three years (if available) and applied to the following scale.

Sample 3 year Evaluation Scores/Calculations and Rating for Teacher A

Year	Professional Practice Rating (chart pg 15)	Summative Ranking
2014-2015	Accomplished	Not Applicable
2015-2016	Exemplary	Not Applicable
2016-2017 *Summative Year	Accomplished	Not Applicable
Summative Results	Accomplished	Accomplished

Professional judgement will be based on three (3) years of Professional Practice Ratings data.

Appeals

Pursuant to KRS 156.557, certified employees who think they were not evaluated fairly may submit an appeal to the panel for a timely review of their evaluation. The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. The Local Board of Education Evaluation Policy 03.18 and Administrative Procedure 03.18 AP.11 are located in the Appendix. Information on the Appeals process and LEAP Panel can be found on pages 35-38. Forms for Evalation Response can be found on page 186

Professional Growth Plan and Summative Cycle
for Teachers and Other Professionals

Based on the overall Professional Practice rating, the type of Professional Growth Plan and the length of the summative cycle is determined using the lists below.

If Professional Practice is Exemplary or Accomplished, then…

THREE-YEAR CYCLE
SELF-DIRECTED GROWTH PLAN

- Goals set by teacher with evaluator input.
- Plan activities are teacher directed and implemented with colleagues.
- Formative review annually.
- Summative occurs at the end of year 3.

If Professional Practice is Developing, then…

ONE-YEAR CYCLE
COLLABORATIVE GROWTH PLAN

- Goal(s) Determined by Evaluator & Teacher Collaboration.
- Goals focus on professional practice and student growth.
- Plan activities designed by evaluator with teacher input.
- Summative review annually.

If Professional Practice is Ineffective, then…

ONE YEAR DIRECTED GROWTH PLAN

- Goal determined by evaluator.
- Goals focused on low performance/outcome area.
- Plan activities designed by evaluator with educator input.
- Formative review at midpoint.
- Summative at end of plan (up to 1 year).

Corrective Action Plans
for Teachers and Other Professionals

A corrective action plan may be written at any time during the school year, but must be written if evaluatee receives an "Ineffective" on the summative form. No more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluate meets specified areas, other areas may be addressed.

Corrective action plans and/or improvement plans will be reviewed throughout the year until performance is judged to meet the evaluation standards. Review of corrective action plans will be documented on the district approved form.

After an initial conference (Corrective Action Plan meeting) with the evaluatee, the evaluator will send a copy of the plan to the Assistant Superintendent. The Assistant Superintendent will be responsible for informing the Superintendent of all persons on a Corrective Action/Improvement Plan.

Corrective Action Plans will be in place for one year with at least quarterly reviews for tenured teachers. For non-tenured teachers they will be in place until the end of their contract.

Forms for Evaluation Response can be found on page 189 and Corrective Action Plans on pages 190-191 and Performance Assessment Appeals forms on page 191 of this document.

Building and District Administrators Evaluation Process

<u>Principals</u>
<u>Assistant Principals</u>
<u>All District Certified Staff</u> – Anyone overseeing district wide programs and/or supervising personnel.
Including but not limited to:
Assistant Superintendent
Supervisor of Instruction
DPP
Student Services Coordinator
School Pyschologist
DoSE

Hancock County Public Schools
Certified Evaluation Plan – Building and District Administrators

The vision for the Hancock County Public Schools Certified Evaluation Plan for all administrators (except the Superintendent) is to have every school and the district led by an effective administrator. The goal is to create a fair and equitable system to measure leader effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, assistant principal, or any certified district administrator, including the school psychologist and any other district level certified employee for which administrative or specialist certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.

2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training.

3. **Evaluatee:** The District/School personnel that is being evaluated.

4. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.

5. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

Certified Evaluation Plan for Building and District Administrators

Overview and Summative Model

The following graphic outlines the summative model for the Certified Evaluation Plan for Principals and Assistant Principals. This model is based on the Professional Standards for Educational Leaders.
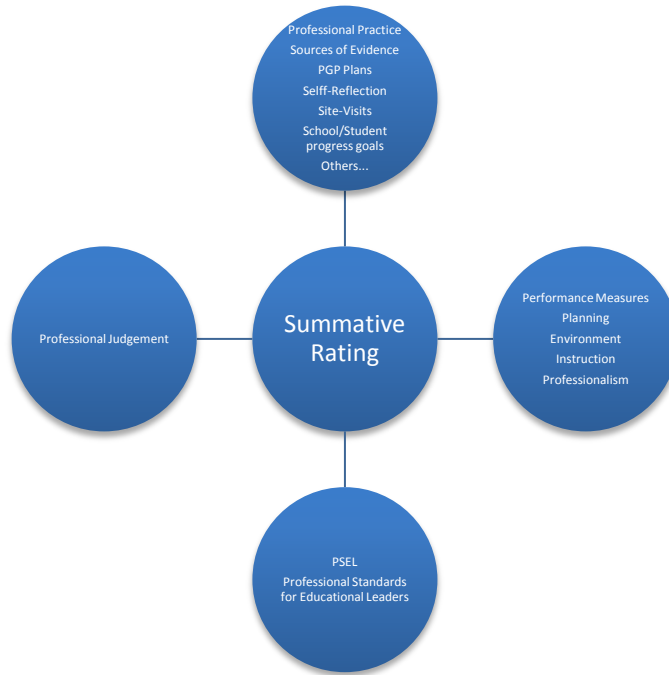
Evaluators will look for trends and patterns in practice across multiple types of evidence and apply professional judgement to determine the rating on PSEL (Professional Standards for Educational Leaders) standards aligned with the Performance Measures for Planning, Environment, Instruction, and Professionalism. The professional judgement must be grounded in the PSEL standards aligned with the Performance Measures, site visits, Professional Growth Plan, and other sources of evidence. Evaluators will also consider how principals respond to or apply additional supports and resources designed to promote student learning, and their own professional growth. Finally, professional judgement gives evaluators the flexibility to account for a wide variety of factors related to individual Performance Measures. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

Professional Standards for Educational Leaders

Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most building and district administrators will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The Standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student. The Standards reflect interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success:

<div align="center">

PSEL Standards
1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

</div>

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how administrators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development.

Evaluators must use the following categories of evidence in determining overall ratings:

Required Sources of Evidence
- ◆ **Professional Growth Planning**
- ◆ **Self-Reflection**
- ◆ **Site-Visits or conferences (for Assistant Principals and District Administrators)**
- ◆ **Evidence of Progress toward Identified Goals.**

Evaluators may use the following categories of evidence in determining overall ratings:

- ✓ **Other Measures of Student Learning**
- ✓ **Products of Practice**
- ✓ **Letters and memos**
- ✓ **Parent and Family Engagement**
- ✓ **Schedules**
- ✓ **Program Development and/or Expansion**
- ✓ **Other Sources**

The Kentucky Framework for Personnel Evaluation
Role Group, Measure and Performance Criteria

Performance Criteria And Role	Measures			
	Planning	*Environment*	*Instruction*	*Professionalism*
Teacher *KY Framework for Teaching*	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Professional *The Kentucky Frameworks for Teaching- Specialists Frameworks*	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Principal Professional Standards for Educational Leaders (PSEL)	Standard 1 Mission, Vision and Core Values Standard 9 Operations and Management Standard 10 School Improvement	Standard 3 Equity and Cultural Responsiveness Standard 7 Professional Community for Teachers and Staff	Standard 4 Curriculum, Instruction and Assessment Standard 5 Community of Care and Support for Students Standard 6 Professional Capacity of School Personnel	Standard 2 Ethics and Professional Norms Standard 8 Meaningful Engagement of Families and Community
District Certified Personnel District determined performance criteria specific to evaluatee's job category	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness

Building and District Administrators Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

Professional Growth Planning and Self-Reflection – *completed by* Building and District Administrators

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student progress and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves administrative practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

- All building and district administrators will participate in self-reflection each year by October 1st. For those hired after the start of the school year, the self-reflection must be completed within 30 working days of assuming job responsibilities.
- All professional growth plans will be submitted no later than October 1st and may be updated as relevant. For administrators hired after October 1st, they must submit a professional growth plan within 30 working days of assuming job responsibilities. The administrator may begin a Professional Growth Plan at the end of the current year with the final revised plan submitted by October 1st of the following year or within 30 days of the district receiving new data. Once created, Professional Growth Plans may be reviewed or amended annually for up to three (3) years. After the 3rd review, a new plan must be created. A new plan may be created annually or as needed.

Professional Growth Plan and Summative Cycle
Building and District Administrators

Based on the overall Professional Practice rating, the type of Professional Growth Plan and the length of the summative cycle is determined using the lists below.

If Professional Practice is Exemplary or Accomplished, then…

THREE-YEAR CYCLE
SELF-DIRECTED GROWTH PLAN

- Goals set by teacher with evaluator input.
- Plan activities are directed by the administrator and implemented with colleagues.
- Formative review annually.
- Summative occurs at the end of year 3.

If Professional Practice is Developing, then…

ONE-YEAR CYCLE
DIRECTED GROWTH PLAN

- Goal(s) Determined by Evaluator & Administrator Collaboration.
- Goals focus on professional practice and school improvement.
- Plan activities designed by evaluator with administrator input.
- Summative review annually.

If Professional Practice is Ineffective, then…

ONE-YEAR DIRECTED GROWTH PLAN

- Goal determined by evaluator.
- Goals focused on low performance/outcome area.
- Plan activities designed by evaluator with administrator input.
- Formative review at midpoint.
- Summative at end of plan (up to 1 year).

Site-Visits – completed by supervisor of Principals and Formative Conferences with assistant principals and district administrators

Site visits are a method by which the superintendent/designee may gain insight into the principal's practice in relation to the standards. During a site visit, the superintendent/designee will discuss various aspects of the job with the principal, and will use the principal's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement. Data from both formal and informal site visits may be considered. (Formal site visits are not required for assistant principals or district administrators)

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal and district administrators, only conferences.)
- First site visit/conference will be conducted before December 31st of the school year. Second site visit/conference will be conducted prior to May 1st of the school year. The Superintendent reserves the right to establish an altered timeline for Principals hired after the beginning of the school year or in extenuating circumstances.
- Conferences following a site visit will occur within 5 working days of the visit.
- Each site visit/conference will include the completion of the district approved site visit form, which includes connectivity to the Professional Standards for Educational Leaders (PSEL), comments, and next steps for the principal. Superintendent/designee may also use the state technology platform for documentation – if available.
- Assistant principals & district administrators will receive at least one formative conference each year (in addition to the summative meeting) with their evaluator using the district Building and District Administrator Site visit/conference form for the purpose of reflecting on current practice and making next step goals. The Principal may also use the state technology platform – if available. In either case, signed documentation must be placed in the administrator's file.

Products of Practice/Other Sources of Evidence

Building and District Administrators may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the their practice within the Performance Standards and the Four Framework Domains.

- □ Progress towards school goals
- □ SBDM Minutes
- □ Faculty Meeting Agendas and Minutes
- □ Department/Grade Level Agendas and Minutes
- □ PLC Agendas and Minutes
- □ Leadership Team Agendas and Minutes
- □ Instructional Round/Walk-through documentation
- □ Budgets
- □ EILA/Professional Learning experience documentation
- □ Surveys both Student & Staff
- □ Professional Organization memberships
- □ Parent/Community engagement surveys
- □ Parent/Community engagement events documentation
- □ School schedules
- □ Other evidence as deemed appropriate by district
- □ Evidence of student progress and achievement
- □ Evidence of professional support and collaboration
- □ Other items as specifically related to each District Administrative Position

Letters and Memos

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

Principals and Assistant Principals of schools determined by KDE or assessment results to have significant Gaps in student achievement or to be deemed in any level of assistance by KDE must create a goal based on data to help move school out of the assistance category.

Determining the Overall Performance for Professional Practice Category

Superintendents/designee are responsible for determining an Overall Performance for Professional Practice Category for each building and district administrator at the conclusion of his or her summative evaluation year. This Overall Performance Category is informed by the administrator's ratings on professional practice standards which result in a score for each of the four domains.

Rating Overall Performance of Professional Practice

- **Evaluators will use decision rules to determine an overall rating.**
- **Evaluators will record ratings on district forms or state technology platform if available and preferred.**
- **Overall professional practice ratings will be assigned on or before June 30th of each school year.**
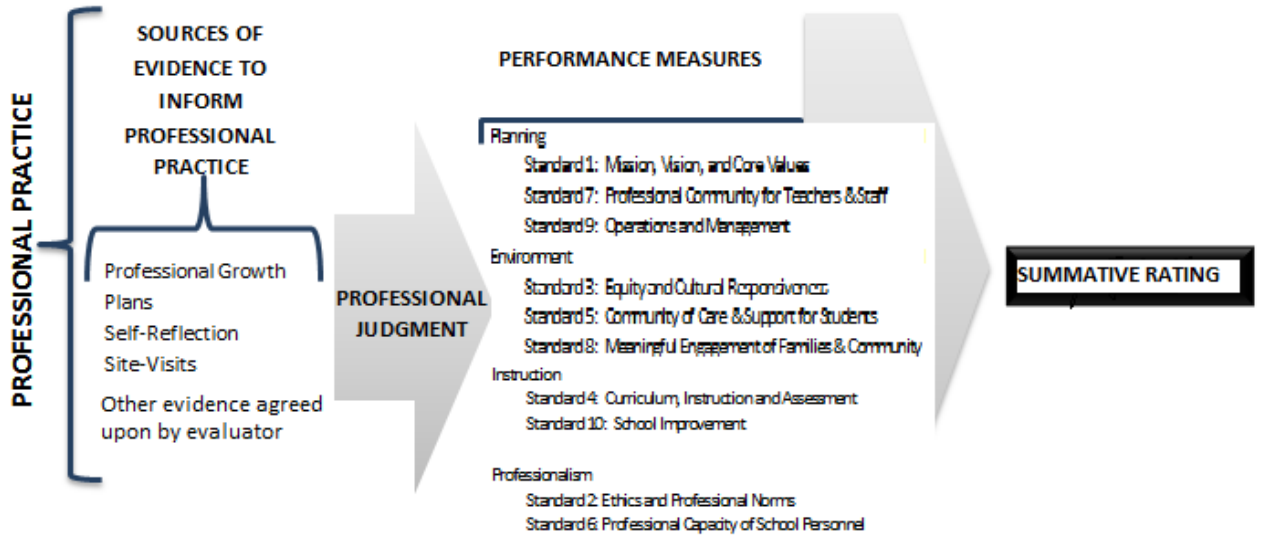
A building or district administrator's Overall Performance Category is determined by the evaluator based on the ratings on each standard which yield a rating on each of the four performance measures (Planning, Environment, Instruction, Professionalism). The evaluator uses The Role Group Performance Criteria Crosswalk (pg. 25), the decision rules, sources of evidence provided by the administrator to determine the overall rating.

Overall Performance for Professional Practice

- Apply the following District Decision Rules :

Criteria for Determining Summative Rating	
IF	THEN
If Environment **and** Instruction are both rated **ineffective**	The Summative Rating is **ineffective**.
If Environment **or** Instruction is rated **ineffective**	The Summative Rating is **developing** or **ineffective**
If Planning **or** Professionalism is rated **ineffective**	The Summative Rating shall not be **exemplary**.
If two Performance Measures are rated developing and two are rated **accomplished**	The Summative Rating shall be **accomplished** only if Environment or Instruction is rated **accomplished.**
If two Performance Measures are rated **developing** and two are rated **exemplary**	The Summative Rating shall be **accomplished** only if Environment or Instruction is rated **exemplary.**
If two Performance Measures are rated **accomplished** and two are rated **exemplary**.	The Summative Rating shall be **exemplary** only if Environment or Instruction is rated **exemplary**

Planning
    Standard 1: Mission, Vision, and Core Values
    Standard 7: Professional Community for Teachers & Staff
    Standard 9: Operations and Management

Instruction
    Standard 4: Curriculum, Instruction and Assessment
    Standard 10: School Improvement

Environment
    Standard 3: Equity and Cultural Responsiveness
    Standard 5: Community of Care & Support for Students
    Standard 8: Meaningful Engagement of Families & Community

Professionalism
    Standard 2: Ethics and Professional Norms
    Standard 6: Professional Capacity of School Personnel

Summative Conference

- Summative conferences will be documented on the district approved forms.

- Summative Conferences will be held on or before June 30.

- Professional Growth and Self Reflection planning and documentation may begin at the Summative Conference for returning employees.

Appeals

- Pursuant to KRS 156.557, certified employees who think they were not evaluated fairly may submit an appeal to the panel for a timely review of their evaluation. The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. Forms can be found on the following pages: Evaluation Response pg. 189, Corrective Action Plans pg. 190-191 and Performance Assessment Appeals page 191.

Other District Certified Personnel

For the 2020-21 school year, other District Certified Employees will participate in the same process as the Principals and Assistant Principals, the Building and District Administrator Evaluation process. The process is based on the Professional Standards for Educational Leaders (PSEL) and the 4 Performance Measures of the State Framework – Plannning & Preparation, Environment, Instruction and Professional Responsibilities.

District certified administrative employees include: Assistant Superintendent, Supervisor of Instruction, Director of Special Education, Gifted and Talented Coordinator, Director of Pupil Personnel/Student Services and any other position under the Superintendent at the district level that is required to have certification for their job title.

Responsibilities for Evaluation

1. The Hancock County Board of Education will evaluate the superintendent using an instrument selected by the Board of Education and approved by the Kentucky Department of Education.
2. The superintendent or his/her designee will evaluate principals and central office personnel.
3. The director of special education will evaluate school psychologists and related personnel.
4. Principals will evaluate assistant principals, guidance counselors, librarians, speech therapists, and teachers. The Director of Special Education may assist with the evaluation of special education staff.
5. The preschool coordinator will evaluate his/her certified staff. (Not to include preschool teachers)
6. The Principal or Assistant Principal will evaluate preschool teachers and may seek data or participation from the district preschool coordinator or Audubon Area preschool school contact.
7. The Title III coordinator will evaluate all Title III staff.
8. Assistant Superintendent along with building level Principals will be responsible for monitoring evaluation training and implementation of the Certified Evaluation Plan and other professionals utilizing the old evaluation system.
9. All administrators receive annual summative evaluations.

Appeals Process

According to 156.557 Section 9,
 Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.
 (2) The appeal procedures shall be as follows:
 (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.
 (b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
 (c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
 (d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
 (e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

Appeals/Hearings
All certified employees shall have the right to appeal a summative evaluation to the Local Evaluation Appeals Panel ("LEAP").

Process
1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the chairperson of the evaluation appeal panel within five (5) working days of receipt of the evaluation.
2. An appeal must be submitted to the chairperson on an appeals request form to the Superintendent.
3. The Superintendent will select a chairperson for the LEAP.
4. No member of the panel shall serve on any appeal in which he/she was the evaluator
5. No panel member shall serve on any appeal brought by the member's immediate family.
6. The LEAP shall send written notification to all parties regarding the appeal procedure, including all applicable submission deadlines.
7. The LEAP shall advise in writing the evaluate and the evaluator to submit a copy of all documentation that concerns the summative evaluation.
8. If a hearing is requested, the LEAP shall advise in writing the evaluatee and the evaluator to submit lists of persons who may be called as witnesses at a hearing.
9. If a hearing is requested all documentation including a list of witnesses must be submitted to the LEAP Chairperson no later than 5 working days prior to the scheduled hearing. Copies of all documentation including a list of witnesses must also be made available to all parties to the appeal no later than 5 working days prior to any scheduled hearing.

10. The panel shall make a recommendation to the Superintendent of Schools within fifteen (15) working days from the date of filing the appeal.
11. A certified employee may appeal procedural matters to the State Board of Education after the local appeal process has been completed.

Powers and Conditions
1. The burden of proof rests with the employee appealing to the panel.
2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records which support the summative evaluation.
3. The panel shall have the power to review all documents presented to it.
4. The panel shall the authority to interview both the appealing employee and the evaluator at the hearing.
5. Responsibility/Purpose - The Appeals Panel shall review any and all appeals to verify that the evaluation plan has been followed as prescribed. The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of the evaluation.
6. After sufficiently reviewing all evidence, the panel shall issue one of the following three recommendations to the superintendent.
   a. Uphold the original summative evaluation
   b. Remove the whole evaluation and any part of the summative evaluation
   c. Order a second evaluation conducted by a trained evaluator employed by the district.

(The superintendent or designee will render a decision based on the recommendation of the appeals panel within three (3) working days and notify the evaluatee.)
7. The results of actions taken by the Superintendent or designee upon the recommendation of the panel will be placed in the employee's personnel file.

Membership and Election Procedures for "LEAP" Local Evaluation Appeals Committee
One member is to be appointed by the board that is a certified employee of the board. The certified employees of the district shall elect two members and one alternate to serve on the Evaluation Appeal Committee. Elections will be held by October 1 of each election year.
   a. Each school faculty will nominate one certified employee willing to serve as a committee member.
   b. The term for each LEAP, is three years.
   c. Ballots listing the candidates shall be prepared and distributed to all certified staff members.
   d. Ballots shall be collected and forwarded from each school to the Central Office where they shall be kept on file for two years.
   e. The Superintendent and a KEA Representative shall total the votes and keep tally sheets on file for two years.
   f. Each election year, the two candidates with the largest number of votes are named as members of the appeals committee.
   g. The candidate receiving the second largest vote shall be named alternate.
   h. The Superintendent chooses a Chairperson for the LEAP.
   i. In years where there is no election, the alternate from the previous year continues to serve as the alternate.
   j. Members will serve 3-year terms. Fall 2014-Spring 2017, Fall 2017-Spring 2020, Fall 2020-Spring 2023, Fall 2023-Spring 2026, and so on. Voting will occur on or before October 1 of the election year.
   k. In the event a member or alternate is unable to serve, the next highest eligible vote getter from the last election will serve.

l. Alternate will serve on the LEAP under the following conditions: A member of the LEAP wishes to make an appeal; Illness or circumstances beyond a member's control prevents attendance; a relative of a panel member is appealing; or a member has been prejudiced in the appeal being considered.

Appeal Without A Hearing

1. If a hearing is not requested by the certified personnel on the Certified Evaluation Appeals Form, the LEAP will decide the matter based on written documents submitted by the evaluatee and evaluator.
2. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.
3. Based on the issues identified in the certified personnel's appeal documentation the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:
    *   Rule in favor of the appellant, either in whole or in part;
    *   Uphold the evaluation; or
    *   Call for a second evaluation by a trained evaluator.
4. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.
5. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within forty-five (45) working days from receipt of appeal by the Superintendent. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

The Appeal Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

Appeals Panel Hearing Procedures

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel.

The purpose of the Appeals Panel is to provide a timely review of the evaluation of any certified employee who thinks he/she has not been fairly evaluated. The chairperson of the panel shall be the person appointed to the committee by the Board. The Appeals panel may require written statements or other documentation by either or both parties to be submitted prior to the proceeding. Documentation shall be provided to all parties and the panel in advance of the hearing. The evaluator and the evaluatee shall have an opportunity to adequately review in advance all documents that are to be presented to the evaluation appeals panel hearing. The evaluatee shall be given the opportunity to decide whether the hearing will be open or closed. A closed hearing will include the panel, evaluatee, evaluator, and their chosen representatives.

Upon submission of an appeal, a hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses, and any other information pertinent to the appeal. The chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. A chosen representative may attend the hearing to represent the

evaluator and/or evaluatee. The representative may address the panel on their client's behalf, but shall not be given the opportunity to question witnesses. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days of the filing of the appeal.

The panel's recommendations must include one of the following:

> A. Uphold the original evaluation
> B. Remove the whole evaluation or any part of the summative evaluation.
> C. Order a second evaluation conducted by a trained evaluator employed by the district.

The Superintendent or designee will render a decision based upon the recommendation of the appeals panel within three (3) working days and notify the evaluatee.

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the State Evaluation Appeals Panel.

Forms for Evaluation Response on page. 189 and Performance Assessment Apeals located on page 192

Hancock County Public Schools FORMS

Certified Evaluation Plan

Evaluators may use district forms or department-approved technology platform.

My signature on this document verifies my agreement that I have received orientation on the Hancock County Schools' evaluation process, which included an explanation of the standards, criteria, and process on which I am to be evaluated. **The Certified Evaluation Handbook can be viewed at www.hancock.kyschools.us.**

Hancock County Evaluation Plan
Orientation Training

School: _____   Date: _____

	Print Name	Signature & Date
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Hancock County Evaluation Plan
Orientation Training

School: _____   **Date:** _____

	Print Name	Signature & Date
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HANCOCK COUNTY SCHOOLS
TEACHER CERTIFIED EVALUATION PLAN
SELF-REFLECTION

Teacher	
School	
Grade Level/Subject(s)	
Date	

Part A: Initial Self-Reflection – Establishing Priority Growth Needs
I: Ineffective   D: Developing   A: Accomplished   E: Exemplary

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting Instructional Outcomes	I	D	A	E	
1D - Demonstrating Knowledge of Resources	I	D	A	E	
1E - Designing Coherent Instruction	I	D	A	E	
1F - Designing Student Assessment	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Classroom Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A - Communicating with Students	I	D	A	E	
3B - Using Questioning and Discussion Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Using Assessment in Instruction	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Teaching	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with Families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Demonstrating Professionalism	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components						Select 1 or 2 components from those circled for focused professional growth goal development (Part B):			
1. Planning & Preparation	1A	1B	1C	1D	1E	1F				
2. The Classroom Environment	2A	2B	2C	2D	2E					
3. Instruction	3A	3B	3C	3D	3E					
4. Professional Responsibilities	4A	4B	4C	4D	4E	4F				
Current Level of Performance for Selected Component:							I	D	A	E

_____   _____
Evaluatee Signature   **Evaluator Signature**

Professional Growth Plan

(OPTIONAL Template) *You **may** use this guidance template to complete Professional Growth Plan.*

1. **Professional Growth Goal:**
   1. Choose Domain you want to improve in and specific standard.
   2. Answer these 4 questions to write your goal:
      a. What do you want to do? (Use and action verb like – improve, create, implement, apply.)
      b. How are you going to do it? (Are you going to collaborate with your team in PLC to design or analyze something, read a book to gain strategies and imple3mnt them in classroom, use CIITS testing to analyze scores, etc.?)
      c. How will that impact student achievement? (How will that help students?)
      d. How will you measure the results? (What evidence could you show your administrator to show how you have done it? What might you put in your PGES binder or data binder to show you have worked on growth?)

For the _____ school year, I will _____.
I will achieve this by _____.
This will impact student learning by _____.
My measure of success will be _____.

Professional Growth Goal:	Target Domain(s):
1. **What do I want to change about my practices that will effectively impact student learning?** 2. **How can I develop a plan of action to address my professional learning?** 3. **How will I know if I accomplished my objective?**	Goal:

Action Plan - Connection to Domain(s)

The Teacher should connect the PGP Goal to the appropriate domain and list that domain below.

Use the following questions to guide your action plan.

Professional Learning	**Strategies/Actions**	**Resources/Support**	**Targeted Completion Date**
1. What do I want to change about my practices that will effectively impact student learning? 2. How can I develop a plan of action to address my professional learning? 3. How will I know if I accomplished my objective?	1. What will I need to do in order to learn my identified skill or content? 2. How will I apply what I have learned? 3. How will I accomplish my goal?	1. What resources will I need to complete my plan? 2. What support will I need?	When will I complete each identified strategy/ action?

Action Plan
_____
_____
_____
_____

Necessary Resources: _____
Targeted Completion Date: _____

Evaluatee's Signature:	Date:
Evaluator Signature:	Date:

Dates of Review or Revision: _____   _____   _____   ***If the plan IS rewritten please attach a new document.**

HANCOCK COUNTY SCHOOLS
TEACHER/OTHER PROFESSIONAL PRE-OBSERVATION DOCUMENT

Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	Notes:
What is your identified student learning target(s)?	
To which part of your curriculum plan does this lesson relate?	
How does this learning fit in the sequence of learning for this class/student(s)?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you would like me to specifically observe during the lesson?	
Are there relevant products of practice to be considered or discussed for the Framework for Teaching Domains 1 and 4? (attach if necessary)	

Teacher Signature:	**Date:**
Administrator Signature:	**Date:**

For post-observations, principals will use either district forms or department-approved technology platform and obtain required signatures.

HANCOCK COUNTY SCHOOLS
TEACHER FORMATIVE POST-OBSERVATION

Tenured_____ Non-Tenured_____   School _____

Evaluatee/Observee _____   Content Area _____ Grade(s) _____

Evaluator/Observer _____   Position _____

Date of Observation _____   Date of Pre-Conference (If applicable) _____

Mini Observation_____ Full Observation _____   Date of Observation Post-Conference _____

•It is not required to fill out all comment sections, only those relevant.

Domain 1: Planning and Preparation	Evidence		Discussion	

A.   Demonstrating Knowledge of Content and Pedagogy
   i.   Knowledge of Content and the Structure of the Discipline
   ii.   Knowledge of Prerequisite Relationships
   iii. Knowledge of Content-Related Pedagogy				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

B.   Demonstrating Knowledge of Students
   i.   Knowledge of Child and Adolescent Development
   ii.   Knowledge of the Learning Process
   iii.   Knowledge of Students' Skills, Knowledge, and Language Proficiency
   iv.   Knowledge of Students' Interests and Cultural Heritage
   v. Knowledge of Students' Special Needs				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

C.   Selecting Instructional Outcomes
   i.   Value, Sequence, and Alignment
   ii.   Clarity
   iii.   Balance
   iv. Suitability for Diverse Learners				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

D.   Demonstrating Knowledge of Resources
   i.   Resources for Classroom Use
   ii.   Resources to Extend Content Knowledge and Pedagogy
   iii. Resources for Students				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

E.   Designing Coherent Instruction
   i.   Learning Activities
   ii.   Instructional Materials and Resources
   iii.   Instructional Groups
   iv. Lesson and Unit Structure				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

F. Designing Student Assessment
    i.   Congruence with Instructional Outcomes
    ii. Criteria and Standards
    iii. Design of Formative Assessments
    iv. Use for Planning				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
Overall Rating of Domain 1	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Domain 2: Classroom Environment	**Evidence**		**Discussion**	

A. Creating an Environment of Respect and Rapport
    i. Teacher Interaction with Students
    ii. Student Interactions with One Another				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

B. Establishing a Culture for Learning
    i. Importance of the Content
    ii. Expectations for Learning and Achievement
    iii. Student Pride in Work				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

C. Managing Classroom Procedures
    i. Management of Instructional Groups
    ii. Management of Transitions
    iii. Management of Materials and Supplies
    iv. Performance of Non-Instructional Duties
    v. Supervision of Volunteers and Paraprofessionals				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

D. Managing Student Behavior
    i. Expectations
    ii. Monitoring of Student Behavior
    iii. Response to Student Misbehavior				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

E. Organizing Physical Space
    i. Safety and Accessibility
    ii. Arrangement of Furniture and Use of Physical Resources				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
Overall Rating of Domain 2	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Domain 3: Instruction	Evidence		Discussion	

A. Communicating with Students
    i. Expectations for Learning
    ii. Directions and Procedures
    iii. Explanation of Content
    iv. Use of Oral and Written Language				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

B. Using Questioning and Discussion Techniques
    i. Quality of Questions
    ii. Discussion Techniques
    iii. Student Participation				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

C. Engaging Students in Learning
    i. Activities and Assignments
    ii. Grouping of Students
    iii. Instructional Materials and Resources
    iv. Structure and Pacing				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

D. Using Assessment in Instruction
    i. Assessment Criteria
    ii. Monitoring of Student Learning
    iii. Feedback to Students
    iv. Student Self-Assessment and Monitoring of Progress				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

E. Demonstrating Flexibility and Responsiveness
    i. Lesson Adjustment
    ii. Response to Students
    iii. Persistence				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
Overall Rating of Domain 3	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Domain 4: Professional Responsibilities	Evidence		Discussion	

A. Reflecting on Teaching
    i. Accuracy
    ii. Use in Future Teaching				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

B. Maintaining Accurate Records
    i. Student Completion of Assignments
    ii. Student Progress in Learning
    iii. Non-Instructional Records				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

C. Communicating with Families
    i. Information About the Instructional Program
    ii. Information About Individual Students
    iii. Engagement of Families in the Instructional Program				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

D. Participating in a Professional Community
    i. Relationships with Colleagues
    ii. Involvement in a Culture of Professional Inquiry
    iii. Service to the School
    iv. Participation in School and District Projects				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

E. Growing and Developing Professionally
    i. Enhancement of Content Knowledge and Pedagogical Skill
    ii. Receptivity to Feedback from Colleagues
    iii. Service to the Profession				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

F. Demonstrating Professionalism
    i. Integrity and Ethical Conduct
    ii. Service to Students
    iii. Advocacy
    iv. Decision Making
    v. Compliance with School and District Regulations				

Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
Overall Rating of Domain 4	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Observation Date:	
Evaluator Comments:	Teacher Comments:
Evaluator Signature and Date Signed	**Teacher Signature and Date Signed**

Teacher signature denotes discussion and receipt of this document, but does not necessarily mean agreement with information contained within this document.

HCPS Self Reflection POST-OBSERVATION DOCUMENT

Evaluatee	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

HANCOCK COUNTY SCHOOLS
TEACHERS/OTHER PROFESSIONALS SUMMATIVE FORM

This summarizes all the evaluation data including mini observations, full observations, products and performances, professional development activities, conferences, work samples, reports developed and other documentation.

Evaluatee_____   Position_____

Evaluator_____   Position_____

School/Work Site_____

Tenured _____   Non-Tenured _____

Date(s) of Observation(s):   1st Mini or Full_____   2nd Mini or Full_____   3rd Full_____

Date(s) of Observation Post-Conference(s): 1st Mini or Full_____   2nd Mini or Full_____   3rd Full_____

FRAMEWORK DOMAINS	Overall Ratings		
	1st Observation I, D, A, or E	2nd Observation I, D, A, or E	3rd Observation I, D, A, or E
1. Planning & Preparation			
2. The Classroom Environment /Environment			
3. Instruction/Delivery of Service			
4. Professional Growth/Responsibilities			
Overall Performance Category (circle one)	Ineffective	Developing	Accomplished	Exemplary

*If rating falls in the "Ineffective" category Evaluator may implement a Corrective Action Plan.

The Professional Growth Plan reflects a need to acquire further knowledge/skills in the domain number(s) checked:

1. _____   2. _____   3. _____   4. _____

Professional Growth Plan (circle one):   Review   Revised   Rewritten

Evaluatee's Comments:
_____
_____
_____

Evaluator's Comments:
_____
_____
_____

Next Steps:
_____
_____
_____

This section to be signed after all information above has been completed and discussed:

Evaluatee Signature: _____   Date _____

Evaluator Signature: _____   Date _____

Any certified employee may, within 5 working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the Hancock County Schools District Performance Assessment and Improvement Plan.

HANCOCK COUNTY SCHOOLS
INSTRUCTIONAL SPECIALIST CERTIFIED EAVLUATION PLAN SELF-REFLECTION

Instructional Specialist	
School	
Grade Level/Subject(s)	
Date	

Part A: Initial Self-Reflection – Establishing Priority Growth Needs
I: Ineffective   D: Developing   A: Accomplished   E: Exemplary

Component:	Self-Assessment:				Rationale:
1A - Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	I	D	A	E	
1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E - Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F - Developing a plan to evaluate the instructional support program	I	D	A	E	
2A - Creating an environment of trust and respect	I	D	A	E	
2B - Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C - Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D - Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E - Organizing physical space for workshops or training	I	D	A	E	
3A - Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B -Engaging teachers in learning new instructional skills	I	D	A	E	
3C - Sharing expertise with staff	I	D	A	E	
3D - Locating resources for teachers to support instructional improvement	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Preparing and submitting budgets and reports	I	D	A	E	
4C - Coordinating work with other instructional specialists	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity and confidentiality	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components						Select 1-2 components from those circled for focused professional growth goal development (Part B):
1. Planning & Preparation	1A	1B	1C	1D	1E	1F	
2. The Environment	2A	2B	2C	2D	2E		
3. Delivery of Services	3A	3B	3C	3D	3E		
4. Professional Responsibilities	4A	4B	4C	4D	4E	4F	
Current Level of Performance for Selected Component:	I		D		A		E

_____   _____

Evaluatee Signature   **Evaluator Signature**

HANCOCK COUNTY PUBLIC SCHOOLS
CERTIFIED EVALUATION PLAN PROFESSIONAL GROWTH PLAN

Professional Growth Plan

(OPTIONAL Template) **You** <u>*may*</u> *use this guidance template to complete Professional Growth Plan*.

2. **Professional Growth Goal:**
    3. Choose Domain you want to improve in and specific standard.
    4. Answer these 4 questions to write your goal:
        e. What do you want to do? (Use and action verb like – improve, create, implement, apply.)
        f. How are you going to do it? (Are you going to collaborate with your team in PLC to design or analyze something, read a book to gain strategies and imple3mnt them in classroom, use CIITS testing to analyze scores, etc.?)
        g. How will that impact student achievement? (How will that help students?)
        h. How will you measure the results? (What evidence could you show your administrator to show how you have done it? What might you put in your PGES binder or data binder to show you have worked on growth?)

For the _____ school year, I will _____.
I will achieve this by _____.
This will impact student learning by _____.
My measure of success will be _____.

Professional Growth Goal:	Target Domain(s):
4. **What do I want to change about my practices that will effectively impact student learning?** 5. **How can I develop a plan of action to address my professional learning?** 6. **How will I know if I accomplished my objective?**	Goal:

Action Plan - Connection to Domain(s)			
The Teacher should connect the PGP Goal to the appropriate domain and list that domain below.			
Use the following questions to guide your action plan.			
Professional Learning 1. What do I want to change about my practices that will effectively impact student learning? 2. How can I develop a plan of action to address my professional learning? 3. How will I know if I accomplished my objective?	**Strategies/Actions** 4. What will I need to do in order to learn my identified skill or content? 5. How will I apply what I have learned? 6. How will I accomplish my goal?	**Resources/Support** 3. What resources will I need to complete my plan? 4. What support will I need?	**Targeted Completion <u>Date</u>** When will I complete each identified strategy/ action?

Action Plan
_____
_____
_____
_____
Necessary Resources: _____
Targeted Completion Date: _____

Evaluatee's Signature:	Date:
Evaluator's Signature:	Date:

Dates of Review or Revision: _____   _____   _____   ***If the plan IS rewritten please attach a new document.**

HANCOCK COUNTY SCHOOLS
TEACHER/OTHER PROFESSIONAL PRE-OBSERVATION DOCUMENT

Evaluatee	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	Notes:
What is your identified student learning target(s)?	
To which part of your curriculum plan does this lesson relate?	
How does this learning fit in the sequence of learning for this class/student(s)?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you would like me to specifically observe during the lesson?	
Are there relevant products of practice to be considered or discussed for the Framework for Teaching Domains 1 and 4? (attach if necessary)	

Evaluatee Signature:	**Date:**
Evaluator Signature:	**Date:**

For post-observations, principals will use either district forms or department-approved technology platform and obtain required signatures.

HANCOCK COUNTY SCHOOLS
INSTRUCTIONAL SPECIALIST FORMATIVE OBSERVATION POST-CONFERENCE

Tenured_____ Non-Tenured_____ School _____

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Observation _____ Date of Pre-Conference (If applicable) _____

Mini Observation_____ Full Observation _____ Date of Observation Post-Conference _____

•It is not required to fill out all comment sections, only those relevant.

Domain 1: Planning and Preparation	Evidence		Discussion	
1A - Demonstrating knowledge of current trends in specialty area and professional development				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1D - Demonstrating knowledge of resources both within and beyond the school and district				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1E - Planning the instructional support program integrated with the overall school program				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1F - Developing a plan to evaluate the instructional support program				
Overall Rating of Domain 1	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Domain 2: Classroom Environment	Evidence		Discussion	
2A - Creating an environment of trust and respect				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
2B - Establishing a culture for ongoing instructional improvement				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
2C - Establishing clear procedures for teachers to gain access to the instructional support				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
2D - Establishing and maintaining norms of behavior for professional interactions				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
2E - Organizing physical space for workshops or training				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
Overall Rating of Domain 2	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Domain 3: Instruction	Evidence		Discussion	
3A - Collaborating with teachers in the design of instructional units and lessons				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
3B -Engaging teachers in learning new instructional skills				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
3C - Sharing expertise with staff				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

3D - Locating resources for teachers to support instructional improvement				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
3E - Demonstrating flexibility and responsiveness				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
Overall Rating of Domain 3	Ineffective	Developing	Accomplished	Exemplary

Comments:

Domain 4: Professional Responsibilities	**Evidence**		**Discussion**	
4A - Reflecting on practice				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4B - Preparing and submitting budgets and reports				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4C - Coordinating work with other instructional specialists				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4D - Participating in a professional community				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4E - Engaging in professional development				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4F - Showing professionalism including integrity and confidentiality				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
Overall Rating of Domain 4	Ineffective	Developing	Accomplished	Exemplary

Comments:

Observation Date:	
Evaluator Comments:	Evaluatee Comments:
Evaluator Signature and Date Signed	**Evaluator Signature and Date Signed**

Evaluatee signature denotes discussion and receipt of this document, but does not necessarily mean agreement with information contained within this document.

HANCOCK COUNTY SCHOOLS
INSTRUCTIONAL SPECIALIST SUMMATIVE FORM

This summarizes all the evaluation data including mini observations, full observations, products and performances, professional development activities, conferences, work samples, reports developed and other documentation.

Evaluatee_____ Position_____

Evaluator_____ Position_____

School/Work Site_____

Tenured _____ Non-Tenured _____

Date(s) of Observation(s): 1st Mini or Full_____ 2nd Mini or Full_____ 3rd Full_____

Date(s) of Observation Post-Conference(s): 1st Mini or Full_____ 2nd Mini or Full_____ 3rd Full_____

FRAMEWORK DOMAINS	Overall Ratings		
	1st Observation I, D, A, or E	2nd Observation I, D, A, or E	3rd Observation I, D, A, or E
1. Planning & Preparation			
2. The Classroom Environment /Environment			
3. Instruction/Delivery of Service			
4. Professional Growth/Responsibilities			
Overall Performance Category (circle one)	Ineffective	Developing	Accomplished	Exemplary

*If rating falls in the "Ineffective" category Evaluator may implement a Corrective Action Plan.

The Professional Growth Plan reflects a need to acquire further knowledge/skills in the domain number(s) checked:

1. _____ 2. _____ 3. _____ 4. _____

Professional Growth Plan (circle one): Review Revised Rewritten

Evaluatee's Comments:
_____
_____
_____

Evaluator's Comments:
_____
_____
_____

Next Steps:
_____
_____
_____

This section to be signed after all information above has been completed and discussed:

Evaluatee Signature: _____ Date _____

Evaluator Signature: _____ Date _____

Any certified employee may, within 5 working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the Hancock County Schools District Performance Assessment and Improvement Plan.

HANCOCK COUNTY SCHOOLS
THERAPEUTIC SPECIALISTS-SPEECH CERTIFIED EVALUATION PLAN SELF-REFLECTION

Therapeutic Specialist Speech	
School	
Grade Level/Subject(s)	
Date	

Part A: Initial Self-Reflection – Establishing Priority Growth Needs
I: Ineffective   D: Developing   A: Accomplished   E: Exemplary

Component:	Self-Assessment:				Rationale:
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
1B - Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
1C- Demonstrating knowledge of District state and federal regulations and guidelines	I	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E - Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
1F - Developing a plan to evaluate the therapy program	I	D	A	E	
2A – Establishing rapport with students	I	D	A	E	
2B - Organizing time effectively	I	D	A	E	
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D - Establishing standards of conduct in the treatment center	I	D	A	E	
2E - Organizing physical space for testing of students and providing therapy	I	D	A	E	
3A - Responding to referrals and evaluating student needs	I	D	A	E	
3B - Developing and implementing treatment plans to maximize student s success	I	D	A	E	
3C - Communicating with families	I	D	A	E	
3D - Collecting information; writing reports	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Collaborating with teachers and administrators	I	D	A	E	
4C - Maintaining an effective data management system	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging and professional development	I	D	A	E	
4F - Showing professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components						Select 1 or 2 components from those circled for focused professional growth goal development (Part B):
1. Planning & Preparation	1A	1B	1C	1D	1E	1F	
2. The Environment	2A	2B	2C	2D	2E		
3. Delivery of Services	3A	3B	3C	3D	3E		
4. Professional Responsibilities	4A	4B	4C	4D	4E	4F	
Current Level of Performance for Selected Component:	I		D		A		E

_____   _____

Evaluatee Signature   **Evaluator Signature**

Professional Growth Plan

(OPTIONAL Template) You **may** use this guidance template to complete *Professional Growth Plan*.

3. Professional Growth Goal:
   5. Choose Domain you want to improve in and specific standard.
   6. Answer these 4 questions to write your goal:
      i. What do you want to do? (Use and action verb like – improve, create, implement, apply.)
      j. How are you going to do it? (Are you going to collaborate with your team in PLC to design or analyze something, read a book to gain strategies and imple3mnt them in classroom, use CIITS testing to analyze scores, etc.?)
      k. How will that impact student achievement? (How will that help students?)
      l. How will you measure the results? (What evidence could you show your administrator to show how you have done it? What might you put in your PGES binder or data binder to show you have worked on growth?)

For the _____ school year, I will _____.
I will achieve this by _____.
This will impact student learning by _____.
My measure of success will be _____.

Professional Growth Goal:	Target Domain(s):
7. **What do I want to change about my practices that will effectively impact student learning?** 8. **How can I develop a plan of action to address my professional learning?** 9. **How will I know if I accomplished my objective?**	Goal:

Action Plan - Connection to Domain(s)			
The Teacher should connect the PGP Goal to the appropriate domain and list that domain below.			
Use the following questions to guide your action plan.			
Professional Learning 1. What do I want to change about my practices that will effectively impact student learning? 2. How can I develop a plan of action to address my professional learning? 3. How will I know if I accomplished my objective?	**Strategies/Actions** 7. What will I need to do in order to learn my identified skill or content? 8. How will I apply what I have learned? 9. How will I accomplish my goal?	**Resources/Support** 5. What resources will I need to complete my plan? 6. What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/ action?

Action Plan
_____
_____
_____
_____
Necessary Resources: _____
Targeted Completion Date: _____

Evaluatee's Signature:	Date:
Evaluator's Signature:	Date:

Dates of Review or Revision: _____   _____   _____   ***If the plan IS rewritten please attach a new document.***

HANCOCK COUNTY SCHOOLS
TEACHER/OTHER PROFESSIONAL PRE-OBSERVATION DOCUMENT

Evaluatee	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	Notes:
What is your identified student learning target(s)?	
To which part of your curriculum plan does this lesson relate?	
How does this learning fit in the sequence of learning for this class/student(s)?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you would like me to specifically observe during the lesson?	
Are there relevant products of practice to be considered or discussed for the Framework for Teaching Domains 1 and 4? (attach if necessary)	

Evaluatee Signature:	**Date:**
Administrator Signature:	**Date:**

For post-observations, principals will use either district forms or department-approved technology platform and obtain required signatures.

HANCOCK COUNTY SCHOOLS
THERAPEUTIC SPECIALISTS – SPEECH LANGUAGE
FORMATIVE OBSERVATION POST-CONFERENCE

Tenured_____ Non-Tenured_____   School _____

Evaluatee/Observee _____   Content Area _____ Grade(s) _____

Evaluator/Observer _____   Position _____

Date of Observation _____   Date of Pre-Conference (If applicable) _____

Mini Observation_____ Full Observation _____   Date of Observation Post-Conference _____

*It is not required to fill out all comment sections, only those relevant.

Domain 1: Planning and Preparation	Evidence		Discussion	
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1B - Establishing goals for the therapy program appropriate to the setting and the students served				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1C- Demonstrating knowledge of District state and federal regulations and guidelines				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1D - Demonstrating knowledge of resources both within and beyond the school and district				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1E - Planning the therapy program integrated with the regular school program to meet the needs of individual students				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1F - Developing a plan to evaluate the therapy program				
Overall Rating of Domain 1	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Domain 2: Classroom Environment	Evidence		Discussion	
2A – Establishing rapport with students				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
2B - Organizing time effectively				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
2C - Establishing and maintaining clear procedures for referrals				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
2D - Establishing standards of conduct in the treatment center				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
2E - Organizing physical space for testing of students and providing therapy				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
Overall Rating of Domain 2	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Domain 3: Instruction	Evidence		Discussion	
3A - Responding to referrals and evaluating student needs				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
3B - Developing and implementing treatment plans to maximize student s success				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
3C - Communicating with families				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
3D - Collecting information; writing reports				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
3E - Demonstrating flexibility and responsiveness				
Overall Rating of Domain 3	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Domain 4: Professional Responsibilities	Evidence		Discussion	
4A - Reflecting on practice				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4B - Collaborating with teachers and administrators				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4C - Maintaining an effective data management system				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4D - Participating in a professional community				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4E - Engaging and professional development				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4F - Showing professionalism including integrity advocacy and maintaining confidentiality				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
Overall Rating of Domain 4	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Observation Date:	
Evaluator Comments:	Evaluatee Comments:
Evaluator Signature and Date Signed	**Evaluatee Signature and Date Signed**
Evaluatee signature denotes discussion and receipt of this document, but does not necessarily mean agreement with information contained within this document.	

HCPS Self Reflection POST-OBSERVATION DOCUMENT

Evaluatee	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

HANCOCK COUNTY SCHOOLS
Theraputic/Speech Pathologist SUMMATIVE FORM

This summarizes all the evaluation data including mini observations, full observations, products and performances, professional development activities, conferences, work samples, reports developed and other documentation.

Evaluatee_____   Position_____

Evaluator_____   Position_____

School/Work Site_____

Tenured _____   Non-Tenured _____

Date(s) of Observation(s):   1st Mini or Full_____   2nd Mini or Full_____   3rd Full_____

Date(s) of Observation Post-Conference(s): 1st Mini or Full_____   2nd Mini or Full_____   3rd Full_____

FRAMEWORK DOMAINS	Overall Ratings		
	1st Observation I, D, A, or E	2nd Observation I, D, A, or E	3rd Observation I, D, A, or E
1. Planning & Preparation			
2. The Classroom Environment /Environment			
3. Instruction/Delivery of Service			
4. Professional Growth/Responsibilities			
Overall Performance Category (circle one)	Ineffective	Developing	Accomplished	Exemplary

*If rating falls in the "Ineffective" category Evaluator may implement a Corrective Action Plan.

The Professional Growth Plan reflects a need to acquire further knowledge/skills in the domain number(s) checked:

1. _____   2. _____   3. _____   4. _____

Professional Growth Plan (circle one):   Review   Revised   Rewritten

Evaluatee's Comments:
_____
_____
_____

Evaluator's Comments:
_____
_____
_____

Next Steps:
_____
_____
_____

This section to be signed after all information above has been completed and discussed:

Evaluatee Signature: _____ Date _____

Evaluator Signature: _____ Date _____

Any certified employee may, within 5 working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the Hancock County Schools District Performance Assessment and Improvement Plan.

HANCOCK COUNTY SCHOOLS
SCHOOL GUIDANCE COUNSELORS CERTIFIED EVALUATION PLAN
SELF-REFLECTION

School Guidance Counselor	
School	
Grade Level/Subject(s)	
Date	

Part A: Initial Self-Reflection – Establishing Priority Growth Needs
I: Ineffective   D: Developing   A: Accomplished   E: Exemplary

Component:	Self-Assessment:				Rationale:
1A - Demonstrating knowledge of counseling theory and techniques	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development	I	D	A	E	
1C - Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
1E - Plan in the counseling program integrated with the regular school program	I	D	A	E	
1F - Developing a plan to evaluate the counseling program	I	D	A	E	
2A - creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a culture for productive communication	I	D	A	E	
2C - Managing routines and procedures	I	D	A	E	
2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Assessing student needs	I	D	A	E	
3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	I	D	A	E	
3C - Using counseling techniques in individual and classroom programs	I	D	A	E	
3D - Brokering resources to meet needs	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Maintaining records and submitting them in a timely fashion	I	D	A	E	
4C - Communicating with families	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components						Select 1 or 2 components from those circled for focused professional growth goal development (Part B):			
1. Planning & Preparation	1A	1B	1C	1D	1E	1F				
2. The Environment	2A	2B	2C	2D	2E					
3. Delivery of Services	3A	3B	3C	3D	3E					
4. Professional Responsibilities	4A	4B	4C	4D	4E	4F				
Current Level of Performance for Selected Component:							I	D	A	E

_____   _____

Evaluatee Signature   **Evaluator Signature**

Professional Growth Plan

(OPTIONAL Template) You <u>may</u> use this guidance template to complete Professional Growth Plan.

4. Professional Growth Goal:
   7. Choose Domain you want to improve in and specific standard.
   8. Answer these 4 questions to write your goal:
      m. What do you want to do? (Use and action verb like – improve, create, implement, apply.)
      n. How are you going to do it? (Are you going to collaborate with your team in PLC to design or analyze something, read a book to gain strategies and imple3mnt them in classroom, use CIITS testing to analyze scores, etc.?)
      o. How will that impact student achievement? (How will that help students?)
      p. How will you measure the results? (What evidence could you show your administrator to show how you have done it? What might you put in your PGES binder or data binder to show you have worked on growth?)

For the _____ school year, I will _____.
I will achieve this by _____.
This will impact student learning by _____.
My measure of success will be _____.

Professional Growth Goal:	Target Domain(s):
10. What do I want to change about my practices that will effectively impact student learning?	Goal:
11. How can I develop a plan of action to address my professional learning?	
12. How will I know if I accomplished my objective?	

Action Plan - Connection to Domain(s)

The Teacher should connect the PGP Goal to the appropriate domain and list that domain below.

Use the following questions to guide your action plan.

Professional Learning	Strategies/Actions	Resources/Support	Targeted Completion <u>Date</u>
1. What do I want to change about my practices that will effectively impact student learning? 2. How can I develop a plan of action to address my professional learning? 3. How will I know if I accomplished my objective?	10. What will I need to do in order to learn my identified skill or content? 11. How will I apply what I have learned? 12. How will I accomplish my goal?	7. What resources will I need to complete my plan? 8. What support will I need?	When will I complete each identified strategy/ action?

Action Plan
_____
_____
_____
_____
Necessary Resources: _____
Targeted Completion Date: _____

Evaluatee's Signature:	Date:
Evaluator's Signature:	Date:

Dates of Review or Revision: _____   _____   _____   ***If the plan IS rewritten please attach a new document.**

HANCOCK COUNTY SCHOOLS
TEACHER/OTHER PROFESSIONAL PRE-OBSERVATION DOCUMENT

Evaluatee	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	Notes:
What is your identified student learning target(s)?	
To which part of your curriculum plan does this lesson relate?	
How does this learning fit in the sequence of learning for this class/student(s)?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you would like me to specifically observe during the lesson?	
Are there relevant products of practice to be considered or discussed for the Framework for Teaching Domains 1 and 4? (attach if necessary)	

Evaluatee Signature:	**Date:**
Evaluator Signature:	**Date:**

For post-observations, principals will use either district forms or department-approved technology platform and obtain required signatures.

HANCOCK COUNTY SCHOOLS
SCHOOL GUIDANCE COUNSELORS FORMATIVE OBSERVATION POST-CONFERENCE

Tenured_____ Non-Tenured_____   School _____

Evaluatee/Observee _____   Content Area _____ Grade(s) _____

Evaluator/Observer _____   Position _____

Date of Observation _____   Date of Pre-Conference (If applicable) _____

Mini Observation_____ Full Observation _____   Date of Observation Post-Conference _____

*It is not required to fill out all comment sections, only those relevant.

Domain 1: Planning and Preparation	Evidence		Discussion	
1A - Demonstrating knowledge of counseling theory and techniques				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1B - Demonstrating knowledge of child and adolescent development				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1C - Establishing goals for the counseling program appropriate to the setting and the students served				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1E - Plan in the counseling program integrated with the regular school program				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1F - Developing a plan to evaluate the counseling program				
Overall Rating of Domain 1	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Domain 2: Classroom Environment	Evidence		Discussion	
2A - creating an environment of respect and rapport				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
2B - Establishing a culture for productive communication				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
2C - Managing routines and procedures				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
2E - Organizing physical space				
Overall Rating of Domain 2	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Domain 3: Instruction	Evidence		Discussion	
3A - Assessing student needs				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
3C - Using counseling techniques in individual and classroom programs				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
3D - Brokering resources to meet needs				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
3E - Demonstrating flexibility and responsiveness				
Overall Rating of Domain 3	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Domain 4: Professional Responsibilities	Evidence		Discussion	
4A - Reflecting on practice				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4B - Maintaining records and submitting them in a timely fashion				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4C - Communicating with families				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4D - Participating in a professional community				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4E - Engaging in professional development				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4F - Showing professionalism				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
Overall Rating of Domain 4	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Observation Date:	
Evaluator Comments:	Evaluatee Comments:
Evaluator Signature and Date Signed	**Evaluatee Signature and Date Signed**
Evaluatee signature denotes discussion and receipt of this document, but does not necessarily mean agreement with information contained within this document.	

HCPS Self Reflection POST-OBSERVATION DOCUMENT

Evaluatee	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

HANCOCK COUNTY SCHOOLS
GUIDANCE COUNSELORS SUMMATIVE FORM

This summarizes all the evaluation data including mini observations, full observations, products and performances, professional development activities, conferences, work samples, reports developed and other documentation.

Evaluatee_____   Position_____

Evaluator_____   Position_____

School/Work Site_____

Tenured _____   Non-Tenured _____

Date(s) of Observation(s):   1st Mini or Full_____   2nd Mini or Full_____   3rd Full_____

Date(s) of Observation Post-Conference(s): 1st Mini or Full_____   2nd Mini or Full_____   3rd Full_____

FRAMEWORK DOMAINS	Overall Ratings		
	1st Observation I, D, A, or E	2nd Observation I, D, A, or E	3rd Observation I, D, A, or E
1. Planning & Preparation			
2. The Classroom Environment /Environment			
3. Instruction/Delivery of Service			
4. Professional Growth/Responsibilities			
Overall Performance Category (circle one)	Ineffective	Developing	Accomplished	Exemplary

*If rating falls in the "Ineffective" category Evaluator may implement a Corrective Action Plan.

The Professional Growth Plan reflects a need to acquire further knowledge/skills in the domain number(s) checked:

1. _____   2. _____   3. _____   4. _____

Professional Growth Plan (circle one):   Review   Revised   Rewritten

Evaluatee's Comments:
_____
_____
_____

Evaluator's Comments:
_____
_____
_____

Next Steps:
_____
_____
_____

This section to be signed after all information above has been completed and discussed:

Evaluatee Signature: _____   Date _____

Evaluator Signature: _____   Date _____

Any certified employee may, within 5 working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the Hancock County Schools District Performance Assessment and Improvement Plan.

HANCOCK COUNTY SCHOOLS
SCHOOL LIBRARY MEDIA SPECIALISTS CERTIFIED EVALUATION PLAN
SELF-REFLECTION

School Library Media Specialist	
School	
Grade Level/Subject(s)	
Date	

Part A: Initial Self-Reflection – Establishing Priority Growth Needs
I: Ineffective   D: Developing   A: Accomplished   E: Exemplary

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C- Supporting Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A- Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Library Procedures	I	D	A	E	
2D - Managing student behavior	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Communicating Clearly and Accurately	I	D	A	E	
3B - Using Questioning and Research Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with School Staff and Community	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Collection Development and Maintenance	I	D	A	E	
4G - Managing the Library Budget	I	D	A	E	
4H - Managing Personnel	I	D	A	E	
4I - Professional ethics	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components									Select 1 or 2 components from those circled for focused professional growth goal development (Part B):
1. Planning & Preparation	1A	1B	1C	1D	1E	1F				
2. The Environment	2A	2B	2C	2D	2E					
3. Delivery of Services	3A	3B	3C	3D	3E					
4. Professional Responsibilities	4A	4B	4C	4D	4E	4F	4G	4H	4I	
Current Level of Performance for Selected Component:								I	D	A	E

_____   _____

Evaluatee Signature   **Evaluator Signature**

HANCOCK COUNTY PUBLIC SCHOOLS
CERTIFIED EVALUATION PLAN PROFESSIONAL GROWTH PLAN

Professional Growth Plan

*(OPTIONAL Template) You **may** use this guidance template to complete Professional Growth Plan.*

5. Professional Growth Goal:
   9. Choose Domain you want to improve in and specific standard.
   10. Answer these 4 questions to write your goal:
      q. What do you want to do? (Use and action verb like – improve, create, implement, apply.)
      r. How are you going to do it? (Are you going to collaborate with your team in PLC to design or analyze something, read a book to gain strategies and imple3mnt them in classroom, use CIITS testing to analyze scores, etc.?)
      s. How will that impact student achievement? (How will that help students?)
      t. How will you measure the results? (What evidence could you show your administrator to show how you have done it? What might you put in your PGES binder or data binder to show you have worked on growth?)

For the _____ school year, I will _____.
I will achieve this by _____.
This will impact student learning by _____.
My measure of success will be _____.

Professional Growth Goal:	Target Domain(s):
13. What do I want to change about my practices that will effectively impact student learning? **14. How can I develop a plan of action to address my professional learning?** **15.** **How will I know if I accomplished my objective?**	Goal:

Action Plan - Connection to Domain(s)			
The Teacher should connect the PGP Goal to the appropriate domain and list that domain below.			
Use the following questions to guide your action plan.			
Professional Learning	**Strategies/Actions**	**Resources/Support**	**Targeted Completion Date**
1. What do I want to change about my practices that will effectively impact student learning? 2. How can I develop a plan of action to address my professional learning? 3. How will I know if I accomplished my objective?	13. What will I need to do in order to learn my identified skill or content? 14. How will I apply what I have learned? 15. How will I accomplish my goal?	9. What resources will I need to complete my plan? 10. What support will I need?	When will I complete each identified strategy/ action?

Action Plan
_____
_____
_____
_____
Necessary Resources: _____
Targeted Completion Date: _____

Evaluatee's Signature:	Date:
Evaluator's Signature:	Date:

Dates of Review or Revision: _____   _____   _____   ***If the plan IS rewritten please attach a new document.***

HANCOCK COUNTY SCHOOLS
TEACHER/OTHER PROFESSIONAL PRE-OBSERVATION DOCUMENT

Evaluatee	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	Notes:
What is your identified student learning target(s)?	
To which part of your curriculum plan does this lesson relate?	
How does this learning fit in the sequence of learning for this class/student(s)?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you would like me to specifically observe during the lesson?	
Are there relevant products of practice to be considered or discussed for the Framework for Teaching Domains 1 and 4? (attach if necessary)	

Evaluatee Signature:	**Date:**
Evaluator Signature:	**Date:**

For post-observations, principals will use either district forms or department-approved technology platform and obtain required signatures.

HANCOCK COUNTY SCHOOLS
SCHOOL LIBRARY MEDIA SPECIALISTS FORMATIVE OBSERVATION POST-CONFERENCE

Tenured_____ Non-Tenured_____   School _____
Evaluatee/Observee _____   Content Area _____ Grade(s) _____
Evaluator/Observer _____   Position _____
Date of Observation _____   Date of Pre-Conference (If applicable) _____
Mini Observation_____ Full Observation _____   Date of Observation Post-Conference _____

*It is not required to fill out all comment sections, only those relevant.

Domain 1: Planning and Preparation	Evidence		Discussion	
1A - Demonstrating Knowledge of Content Curriculum and Process • Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1B - Demonstrating Knowledge of Students • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1C- Supporting Instructional Goals • Instructional resources and technology • Instructional services				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1D - Demonstrating Knowledge and Use of Resources • Instructional materials and resources • Search strategies				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1E - Demonstrating a Knowledge of Literature and Lifelong Learning • Children's and young adult literature • Reading promotion				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
1F - Collaborating in the Design of Instructional Experiences • Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
Overall Rating of Domain 1	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Domain 2: Classroom Environment	Evidence		Discussion	
2A- Creating an environment of respect and rapport • Interpersonal relations • Student interactions • Staff interactions				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
2B - Establishing a Culture for Learning • Ethos • Expectations for learning				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
2C - Managing Library Procedures • Circulation procedures • Scheduling procedures				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
2D - Managing student behavior • Expectations • Monitoring of student behavior • Response to misbehavior				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
2E - Organizing physical space • Safety • Traffic flow • Self-directed use • Consideration of functions • Flexibility				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
Overall Rating of Domain 2	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Domain 3: Instruction	Evidence		Discussion	
3A - Communicating Clearly and Accurately • Directions and procedures • Use of different methods				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
3B - Using Questioning and Research Techniques • Quality of questions • Research techniques • Student inquiry				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
3C - Engaging Students in Learning • Instructional materials and resources • Expectations for students				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
3D - Assessment in Instruction (whole class, one-on-one and small group) • Assessment criteria • Monitoring of student learning • Quality feedback • Student self-assessment and monitoring of progress				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
3E - Demonstrating Flexibility and Responsiveness • Teaching strategies • Lesson adjustments • Response to students • Persistence				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
Overall Rating of Domain 3	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Domain 4: Professional Responsibilities	Evidence		Discussion	
4A - Reflecting on Practice • Reflection • Vision • Change				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

4B - Maintaining Accurate Records • Catalog • Circulation • Statistics • Inventory • Using Data				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4C - Communicating with School Staff and Community • Information about the library program • Advocacy				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4D - Participating in a Professional Community • Service to the School • Participation in school and district projects • Involvement in a culture of professional inquiry • Relationship with colleagues				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

4E - Growing and Developing Professionally • Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4F - Collection Development and Maintenance • Assessment • Selection Weeding				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4G - Managing the Library Budget • Data driven decisions • Budget development • Record keeping				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
4H - Managing Personnel • Motivating leadership • Delegating responsibility • Training • Supervision • Evaluation				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary

4I - Professional ethics • Library Bill of Rights • Copyright law • Ethical use of information • Intellectual freedom • Privacy • Confidentiality				
Overall Rating of Component	Ineffective	Developing	Accomplished	Exemplary
Overall Rating of Domain 4	Ineffective	Developing	Accomplished	Exemplary
Comments:				

Observation Date:	
Evaluator Comments:	Evaluatee Comments:
Evaluator Signature and Date Signed	**Evaluatee Signature and Date Signed**
Evaluatee signature denotes discussion and receipt of this document, but does not necessarily mean agreement with information contained within this document.	

HCPS Self Reflection POST-OBSERVATION DOCUMENT

Evaluatee	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

HANCOCK COUNTY SCHOOLS
SCHOOL LIBRARY MEDIA SPECIALIST SUMMATIVE FORM

This summarizes all the evaluation data including mini observations, full observations, products and performances, professional development activities, conferences, work samples, reports developed and other documentation.

Evaluatee_____   Position_____

Evaluator_____   Position_____

School/Work Site_____

Tenured _____   Non-Tenured _____

Date(s) of Observation(s):   1st Mini or Full_____   2nd Mini or Full_____   3rd Full_____

Date(s) of Observation Post-Conference(s): 1st Mini or Full_____   2nd Mini or Full_____   3rd Full_____

FRAMEWORK DOMAINS	Overall Ratings		
	1st Observation I, D, A, or E	2nd Observation I, D, A, or E	3rd Observation I, D, A, or E
5. Planning & Preparation			
6. The Classroom Environment /Environment			
7. Instruction/Delivery of Service			
8. Professional Growth/Responsibilities			
Overall Performance Category (circle one)	Ineffective	Developing	Accomplished	Exemplary

*If rating falls in the "Ineffective" category Evaluator may implement a Corrective Action Plan.

The Professional Growth Plan reflects a need to acquire further knowledge/skills in the domain number(s) checked:

1. _____   2. _____   3. _____   4. _____

Professional Growth Plan (circle one):   Review   Revised   Rewritten

Evaluatee's Comments:
_____
_____
_____

Evaluator's Comments:
_____
_____
_____

Next Steps:
_____
_____
_____

<u>This section to be signed after all information above has been completed and discussed:</u>

Evaluatee Signature: _____   Date _____

Evaluator Signature: _____   Date _____

Any certified employee may, within 5 working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the Hancock County Schools District Performance Assessment and Improvement Plan.

HANCOCK COUNTY SCHOOLS
EVALUATION RESPONSE FORM

According to 704 KAR 3:345 Section 4: "The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record."

Instructions: Any certified staff member may elect to complete a written response to any formal or summative evaluation form. The response shall be attached to the original evaluation form. Please use this form, or the form format, if the evaluatee elects to complete a written response.

Name of Evaluatee: _____

School: _____   **Date:** _____

Evaluatee's Comments/Rebuttal:
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Evaluatee's Signature: _____   **Date:** _____

Evaluator's Signature: _____   **Date:** _____

- Use back side of this form for additional comments -

Framework for Teaching

Domain 1 **Planning & Preparation**	Domain 2 **Classroom Environment**	Domain 3 **Instruction**	Domain 4 **Professional Responsibilities**

A. Demonstrating Knowledge of Content and Pedagogy
  i. Knowledge of Content and the Structure of the Discipline
  ii. Knowledge of Prerequisite Relationships
  iii. Knowledge of Content-Related Pedagogy
B. Demonstrating Knowledge of Students
  i. Knowledge of Child and Adolescent Development
  ii. Knowledge of the Learning Process
  iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency
  iv. Knowledge of Students' Interests and Cultural Heritage
  v. Knowledge of Students' Special Needs
C. Selecting Instructional Outcomes
  i. Value, Sequence, and Alignment
  ii. Clarity
  iii. Balance
  iv. Suitability for Diverse Learners
D. Demonstrating Knowledge of Resources
  i. Resources for Classroom Use
  ii. Resources to Extend Content Knowledge and Pedagogy
  iii. Resources for Students
E. Designing Coherent Instruction
  i. Learning Activities
  ii. Instructional Materials and Resources
  iii. Instructional Groups
  iv. Lesson and Unit Structure
F. Designing Student Assessment
  i. Congruence with Instructional Outcomes
  ii. Criteria and Standards
  iii. Design of Formative Assessments
  iv. Use for Planning
  v.
	A. Creating an Environment of Respect and Rapport
	  a) Teacher Interaction with Students
	  b) Student Interactions with One Another
	B. Establishing a Culture for Learning
	  a) Importance of the Content
	  b) Expectations for Learning and Achievement
	  c) Student Pride in Work
	C. Managing Classroom Procedures
	  a) Management of Instructional Groups
	  b) Management of Transitions
	  c) Management of Materials and Supplies
	  d) Performance of Non-Instructional Duties
	  e) Supervision of Volunteers and Paraprofessionals
	D. Managing Student Behavior
	  a) Expectations
	  b) Monitoring of Student Behavior
	  c) Response to Student Misbehavior
	E. Organizing Physical Space
	  a) Safety and Accessibility
	  b) Arrangement of Furniture and Use of Physical Resources
		A. Communicating with Students
		  i. Expectations for Learning
		  ii. Directions and Procedures
		  iii. Explanation of Content
		  iv. Use of Oral and Written Language
		B. Using Questioning and Discussion Techniques
		  i. Quality of Questions
		  ii. Discussion Techniques
		  iii. Student Participation
		C. Engaging Students in Learning
		  i. Activities and Assignments
		  ii. Grouping of Students
		  iii. Instructional Materials and Resources
		  iv. Structure and Pacing
		D. Using Assessment in Instruction
		  i. Assessment Criteria
		  ii. Monitoring of Student Learning
		  iii. Feedback to Students
		  iv. Student Self-Assessment and Monitoring of Progress
		E. Demonstrating Flexibility and Responsiveness
		  i. Lesson Adjustment
		  ii. Response to Students
		  iii. Persistence
			1. Reflecting on Teaching
			  i. Accuracy
			  ii. Use in Future Teaching
			2. Maintaining Accurate Records
			  i. Student Completion of Assignments
			  ii. Student Progress in Learning
			  iii. Non-Instructional Records
			3. Communicating with Families
			  i. Information About the Instructional Program
			  ii. Information About Individual Students
			  iii. Engagement of Families in the Instructional Program
			4. Participating in a Professional Community
			  i. Relationships with Colleagues
			  ii. Involvement in a Culture of Professional Inquiry
			  iii. Service to the School
			  iv. Participation in School and District Projects
			5. Growing and Developing Professionally
			  i. Enhancement of Content Knowledge and Pedagogical Skill
			  ii. Receptivity to Feedback from Colleagues
			  iii. Service to the Profession
			6. Demonstrating Professionalism
			  i. Integrity and Ethical Conduct
			  ii. Service to Students
			  iii. Advocacy
			  iv. Decision Making
			  v. Compliance with School and District Regulations

Framework for Teaching - Domain 1: Planning & Preparation – Teacher

FORM M - TEACHER

1A - Knowledge of Content and Pedagogy	In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particular pedagogical approaches best suited to each discipline.			
• Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	• In planning and practice, teacher makes content errors or does not correct errors made by students. • Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	• Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	• **Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.** • **Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.** • **Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.**	• Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. • Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Critical Attributes	• Teacher makes content errors. • Teacher does not consider prerequisite relationships when planning. • Teacher's plans use inappropriate strategies for the discipline.	• Teacher is familiar with the discipline but does not see conceptual relationships. • Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.	• The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher consistently provides clear explanations of the content. • The teacher answers student questions accurately and provides feedback that furthers their learning. • The teacher seeks out content-related professional development.	• In addition to the characteristics of "accomplished": • Teacher cites intra- and interdisciplinary content relationships. • Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
Possible Examples EVIDENCE:	• The teacher says, "The official language of Brazil is Spanish, just like other South American countries." • The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." • The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.	• The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, and test on Friday.	• The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. • The teacher realizes her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement. • The teacher plans to expand a unit on civics by having students simulate a court trial.	• In a unit on 19th century literature, the teacher incorporates information about the history of the same period. • Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.

Framework for Teaching - Domain 1: Planning & Preparation – Teacher

1B - Demonstrating	Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their subject content and

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Knowledge of Students	its related pedagogy but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when planning lessons and identifying resources that will ensure their understanding.			
• Knowledge of Child and Adolescent Development • Knowledge of the Learning Process • Knowledge of Students' Skills, Knowledge, and Language Proficiency • Knowledge of Students' Interests and Cultural Heritage • Knowledge of Students' Special Needs	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	• Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	• Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	• **Teacher understands the active nature of student learning and attains information about levels of development for groups of students.** • **The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.**	• Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Critical Attributes	• Teacher does not understand child development characteristics and has unrealistic expectations for students. • Teacher does not try to ascertain varied ability levels among students in the class. • Teacher is not aware of student interests or cultural heritages. • Teacher takes no responsibility to learn about students' medical or learning disabilities.	• Teacher cites developmental theory but does not seek to integrate it into lesson planning. • Teacher is aware of the different ability levels in the class but tends to teach to the "whole group". • The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	• The teacher knows, for groups of students, their levels of cognitive development. • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high", "medium", and "low" groups of students within the class. • The teacher is well informed about students' cultural heritage and incorporates this knowledge into lesson planning. • The teacher is aware of the special needs represented by students in the class.	• In addition to the characteristics of "accomplished": • The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher seeks out information about their cultural heritage from all students. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

| Possible Examples | • The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.
• The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.
• The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students. | • The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.
• In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.
• Lesson plans make only peripheral reference to students' interests.
• The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet. | • The teacher creates an assessment of students' levels of cognitive development.
• The teacher examines previous year's cumulative folders to ascertain the proficiency levels of groups of students in the class.
• The teacher administers a student interest survey at the beginning of the school year.
• The teacher plans activities based on student-interest.
• The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.
• The teacher realizes that not all of his students are Christian and so he plans to read a Hanukkah story in December.
• The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America. | • The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.
• The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.
• The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.
• The teacher attends the local Mexican heritage day, meeting several of his students' extended families.
• The teacher regularly creates adapted assessment materials for several students with learning disabilities. |

EVIDENCE:

1C - Setting Instructional Outcomes	Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1. Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; not only is it important for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.			
• Value, Sequence, and Alignment • Clarity • Balance • Suitability for Diverse Learners	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	• Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. • Outcomes are stated as activities rather than as student learning. • Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	• Outcomes represent moderately high expectations and rigor. • Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities. • Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. • Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	• **Most outcomes represent rigorous and important learning in the discipline.** • **All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.** • **Outcomes reflect several different types of learning and opportunities for coordination.** • **Outcomes take into account the varying needs of groups of students.**	• All outcomes represent rigorous and important learning in the discipline. • The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. • Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. • Outcomes take into account the varying needs of individual students.
Critical Attributes	• Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class.	• Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class.	• Outcomes represent high expectations and rigor. • Outcomes are related to the "big ideas" of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, and communication. • Outcomes are suitable to groups of students in the class and are differentiated where necessary.	• In addition to the characteristics of "accomplished": • Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing. • Teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks.

Domain 1: Planning & Preparation

Possible Examples				
	• A learning outcome for a fourth-grade class is to make a poster illustrating a poem. • All the outcomes for a ninth-grade history class are factual knowledge. • The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles. • Though there are a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.	• Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. • The outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.	• One of the learning outcomes is for students to appreciate the aesthetics of 18th century English poetry. • The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the events leading to the Revolutionary War. • The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.	• The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. • Students will develop a concept map that links previous learning goals to those they are currently working on. • Some students identify additional learning.

EVIDENCE:

1D - Demonstrating Knowledge of Resources • Resources for Classroom Use • Resources to Extend Content Knowledge and Pedagogy • Resources for Students	Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill, and those that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, choosing those that align directly with the learning outcomes and that will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to guarantee all students access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.			
	Ineffective	**Developing**	**Accomplished**	**Exemplary**
	• Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	• Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	• **Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students.**	• Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.
Critical Attributes	• The teacher uses only district-provided materials, even when more variety would assist some students. • The teacher does not seek out resources available to expand his or her own skill. • Although aware of some student needs, the teacher does not inquire about possible resources.	• The teacher uses materials in the school library but does not search beyond the school for resources. • The teacher participates in content-area workshops offered by the school but does not pursue other professional development. • The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	• Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • Teacher facilitates Internet resources. • Resources are multidisciplinary. • Teacher expands knowledge with professional learning groups and organizations. • Teacher pursues options offered by universities. • Teacher provides lists of resources outside the class for students to draw on.	• In addition to the characteristics of "accomplished": • Texts are matched to student skill level. • The teacher has ongoing relationship with colleges and universities that support student learning. • The teacher maintains log of resources for student reference. • The teacher pursues apprenticeships to increase discipline knowledge. • The teacher facilitates student contact with resources outside the classroom.
Possible Examples EVIDENCE*:*	• For their unit on China, the students acquired all of their information from the district-supplied textbook. • Mr. J is not sure how to teach fractions but doesn't know how he's expected to learn it by himself. • A student says, "It's too bad we can't go to the nature center when we're doing our unit on environment."	• For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. • The teacher knows she should learn more about teaching literacy, but the school offered only one professional development day last year. • The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.	• The teacher provides her 5th graders a range of nonfiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts. • The teacher took an online course on literature to expand her knowledge of great American writers. • The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.	• The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies. • The teacher spends the summer at Dow Chemical learning about current research so that she can expand her knowledge base for teaching chemistry. • The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.

1E - Designing Coherent Instruction	Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning.			
• Learning Activities • Instructional Materials and Resources • Instructional Groups • Lesson and Unit Structure	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	• The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. • The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety.	• Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. • The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	**• 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 learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.** **• The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.**	• Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. • Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. • The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
• *Critical Attributes*	• Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random or only partially support objectives. • Lesson structure is uneven or may be unrealistic in terms of time expectations.	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • Teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations.	• In addition to the characteristics of "accomplished": • Activities permit student choice. • Learning experiences connect to other disciplines. • Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.

EVIDENCE:

| *Possible Examples* | • The teacher plans to have his 9th graders color in the worksheet after memorizing the parts of a microscope.
• Despite having a textbook that is 15 years old, the teacher plans to use that as the sole resource for his communism unit.
• The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four selected on the basis of where they are sitting.
• The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test. | • After the mini-lesson the teacher plans to have the whole class play a game to reinforce the skills she taught.
• The teacher has found an atlas to use as a supplemental resource during the geography unit.
• The teacher always lets students select their own working groups because they behave better when they can choose with whom they wish to sit.
• The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly. | • The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.
• The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.
• The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style.
• The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated. | • The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning.
• While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections.
• After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future.
• The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson's outcomes to those they previously learned. |

EVIDENCE:

1F - Designing Student Assessments	Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, to assess reasoning skills and factual knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional processes, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding of the learning outcomes.			
• Congruence with Instructional Outcomes • Criteria and Standards • Design of Formative Assessments • Use for Planning	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	• Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. • Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	• Some of the instructional outcomes are assessed through the proposed approach, but others are not. • Assessment criteria and standards have been developed, but they are not clear. • Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. • Teacher intends to use assessment results to plan for future instruction for the class as a whole.	• **Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.** • **Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.** • **Teacher intends to use assessment results to plan for future instruction for groups of students.**	• Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. • Assessment methodologies have been adapted for individual students, as needed. • The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
Critical Attributes	• Assessments do not match instructional outcomes. • Assessments have no criteria. • No formative assessments have been designed. • Assessment results do not affect future plans.	• Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students.	• All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments for some students as needed. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data.	• In addition to the characteristics of "accomplished": • Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Teacher-designed assessments are authentic with real-world application, as appropriate. • Students develop rubrics according to teacher-specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input.

Possible Examples	• The teacher marks papers on the foundation of the U.S. constitution on the basis of grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. • After the students present their research on globalization, the teacher tells them their letter grade. When students ask how he has arrived at the grade, he responds, "After all these years in education, I just know what grade to give." • The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" • The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."	• The district goal for the Europe unit is for students to understand geopolitical relationships. The teacher plans to have the students memorize all the country capitals and rivers. • The teacher's students receive their tests back; each one is simply marked with a letter grade at the top. • The plan indicates that the teacher will pause to "check for understanding" but without a clear indication of how that is to be done. • A student says, "If half the class passed the test, why are we all reviewing the material again?"	• Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to have them write a variety of persuasive essays as preparation. • Ms. M has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation are clearly defined. • Mr. C creates a short questionnaire to distribute to his students at the end of class; on the basis of their responses, he will organize them into different groups during the next lesson's activities. • Based on the previous morning's formative assessment, Ms. D plans to have 5 students work on a more challenging project while she works with 6 other students to reinforce the concept.	• To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students - the use of cell phones in class. • Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics, and they will refer to those as they create a rubric of their own. • After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson. • Mrs. T has developed a routine for her class: students know that if they are struggling with a math concept, they will sit in a small group with her during workshop time.

EVIDENCE:

2A - *Creating an Environment of Respect and Rapport*	An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.			
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
• Teacher Interaction with Students, including both words and actions. • Student Interactions with One Another, including both words and actions.	• Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. • Teacher does not deal with disrespectful behavior.	• Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. • Students rarely demonstrate disrespect for one another. • Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	• **Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.** • **Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.** • **Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.**	• Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. • Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.
Critical Attributes	• Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity. • Students use disrespectful talk towards one another with no response from the teacher. • Teacher displays no familiarity with or caring about individual students' interests or personalities.	• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. • Teacher attempts to respond to disrespectful behavior among students, with uneven results. • Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	• Talk between teacher and students and among students is uniformly respectful. • Teacher responds to disrespectful behavior among students. • Teacher makes superficial connections with individual students.	• In addition to the characteristics of "accomplished": • Teacher demonstrates knowledge and caring about individual students' lives beyond school. • When necessary, students correct one another in their conduct toward classmates. • There is no disrespectful behavior among students. • The teacher's response to a student's incorrect response respects the student's dignity.

Possible Examples	• A student slumps in his/her chair following a comment by the teacher. • Students roll their eyes at a classmate's idea; the teacher does not respond. • Many students talk when the teacher and other students are talking; the teacher does not correct them. • Some students refuse to work with other students. • Teacher does not call students by their names.	• Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. • A few students do not engage with others in the classroom, even when put together in small groups. • Students applaud halfheartedly following a classmate's presentation to the class. • Teacher says, "Don't talk that way to your classmates," but student shrugs his/her shoulders.	• Teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, kneeling, for example, beside a student working at a desk. • Students attend fully to what the teacher is saying. • Students wait for classmates to finish speaking before beginning to talk. • Students applaud politely following a classmate's presentation to the class. • Students help each other and accept help from each other. • Teacher and students use courtesies such as "please," "thank you," "excuse me." • Teacher says, "Don't talk that way to your classmates," and the insults stop.	• Teacher inquiries about a student's soccer game last week-end (or extracurricular activities or hobbies). • Students hush classmates causing a distraction while the teacher or another student is speaking. • Students clap enthusiastically after one another's presentations for a job well done. • The teacher says, "That's an interesting idea, Josh, but you're forgetting..."

EVIDENCE:

Framework for Teaching - Domain 2: The Classroom Environment – Teacher

2B - *Establishing a Culture for Learning* • Importance of the Content and Learning • Expectations for Learning and Achievement • Student Pride in Work	A "culture of learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy and by a sense that what is happening there is important and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.		
	Ineffective	*Developing*	*Accomplished*	*Exemplary*

	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	• The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. • Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students	• The classroom culture is characterized by little commitment to learning by teacher or students. • The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. • The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	• **The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.** • **The teacher conveys that with hard work students can be successful.** • **Students understand their role as learners and consistently expend effort to learn.** • **Classroom interactions support learning and hard work.**	• The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. • The teacher conveys high expectations for learning by all students and insists on hard work. • Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
Critical Attributes	• The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. • The teacher conveys to at least some students that the work is too challenging for them • Students exhibit little or no pride in their work. • Class time is devoted more to socializing than to learning.	• Teacher's energy for the work is neutral, indicating neither a high level of commitment nor "blowing it off". • The teacher conveys high expectations for only some students. • Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work. • Many students indicate that they are looking for an "easy path".	• The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it. • The teacher demonstrates a high regard for student abilities. • Teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality.	• In addition to the characteristics of "accomplished": • The teacher communicates a genuine passion for the subject. • Students indicate that they are not satisfied unless they have complete understanding. • Students' questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer. • Students recognize the efforts of their classmates. • Students take initiative in improving the quality of their work.

Domain 2: The Classroom Environment

Possible Examples	• The teacher tells students that they're doing lessons because it's on the test, in the book, or mandated by the district. • Teacher says to a student, "Why don't you try this easier problem?" • Students turn in sloppy or incomplete work. • Students don't engage in work, and the teacher ignores it. • Students have not completed their homework, and the teacher does not respond. • Almost all of the activities are busy work.	• Teacher says, "Let's get through this." • Teacher says, "I think most of you will be able to do this." • Students consult with one another to determine how to fill out a worksheet but do not encourage each other to questions their ideas. • Teacher does not encourage students who are struggling. • Only some students get down to work after an assignment is given or after entering the room.	• Teacher says, "This is important: you'll need to speak grammatical English when you apply for a job." • Teacher says, "This idea is really important! It's central to our understanding of history." • Teacher says, "Let's work on this together; it's hard, but you all will be able to do it well." • Teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts the comment without complaint. • Students get down to work right away when an assignment is given or after entering the room.	• The teacher says, "It's really fun to find the patterns for factoring polynomials." • Student asks a classmate to explain a concept or procedure since she didn't quite follow the teacher's explanation. • Students question one another on answers. • Student asks the teacher whether he can redo a piece of work since he now sees how it could be strengthened. • Students work even when the teacher isn't working with them or directing their efforts.

EVIDENCE:

Framework for Teaching - Domain 2: The Classroom Environment – Teacher

2C - Managing Classroom Procedures • Management of Instructional Groups • Management of Transitions • Management of Materials and Supplies • Performance of	A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedure for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed operation of the classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and success in teaching students to employ them, may be inferred from the sense that the class "runs itself".			
	Ineffective	**Developing**	**Accomplished**	**Exemplary**
	• Much instructional time is lost through inefficient classroom routines and procedures. • There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the	• Some instructional time is lost through only partially effective classroom routines and procedures. • The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies	• **There is little loss of instructional time because of effective classroom routines and procedures.** • **The teacher's management of instructional groups and the handling of materials and supplies are**	• Instructional time is maximized because of efficient routine and procedures. • Students contribute to the management of instructional groups, transitions, and the handling of

Non-Instructional Duties	handling of materials and supplies effectively. • There is little evidence that students know or follow established routines.	are inconsistent, the result being some disruption of learning. • With regular guidance and prompting, students follow established routines.	**consistently successful.** • **With minimal guidance and prompting students follow established classroom routines.**	materials and supplies. • Routines are well understood and may be initiated by students.
Critical Attributes	• Students not working with the teacher are not productively engaged or are disruptive to the class. • There are no established procedures for distributing and collecting materials. • Procedures for other activities are confused or chaotic.	• Small groups are only partially engaged while not working directly with the teacher. • Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough. • Classroom routines function unevenly.	• The students are productively engaged during small-group work. • Transitions between large- and small-group activities are smooth. • Routines for distribution and collections of materials and supplies work efficiently. • Classroom routines function smoothly.	• In addition the characteristics of "accomplished": • Students take the initiative with their classmates to ensure that their time is used productively. • Student themselves ensure that transitions and other routines are accomplished smoothly. • Students take initiative in distributing and collecting materials efficiently.

Possible Examples	• When moving into small groups, students are confused about where they are supposed to go, whether they should take their chair, etc. • There are long lines for materials and supplies, or distributing supplies is time consuming. • Students bump into one another lining up or sharpening pencils. • Roll taking consumes much time at the beginning of the lesson, and students are not working on anything during the process. • Most students ask what they are to do or look around for clues from others.	• Some students not working with the teacher are not productively engaged in learning. • Transitions between large- and small-group activities are rough, but they are accomplished. • Students are not sure what to do when materials are being distributed or collected. • Students ask some clarifying questions about procedures. • The attendance or lunch count consumes more time than it would need if the procedure were more routinized.	• Students get started on an activity while the teacher takes attendance. • Students move smoothly between large-and small-group activities. • The teacher has an established timing device, such as counting down to signal students to return to their desks. • Teacher has an established attention signal, such as raising a hand, or dimming the lights. • One member of each small group collects materials for the table. • There is an established color-coded system indicating where materials should be stored. • In small-group work, students have established roles, they listen to one another summarize different vies, etc. • Cleanup at the end of a lesson is fast and efficient.	• Students direct classmates in small groups not working directly with the teacher to be more efficient in their work. • A student reminds classmates of the roles that they are to play within the group. • A student redirects a classmate to the table he should be at following a transition. • Students propose an improved attention signal. • Students independently check themselves into class on the attendance board.

EVIDENCE:

2D - Managing Student Behavior	In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.			
• Expectations • Monitoring of Student Behavior • Response to Student Misbehavior	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	• There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. • Students challenge the standards of conduct. • Response to students' misbehavior is repressive or disrespectful of student dignity	• Standards of conduct appear to have been established, but their implementation is inconsistent. • Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. • There is inconsistent implementation of the standards of conduct.	• **Student behavior is generally appropriate.** • **The teacher monitors student behavior against established standards of conduct.** • **Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.**	• Student behavior is entirely appropriate. • Students take an active role in monitoring their own behavior and that of other students against standards of conduct. • Teachers' monitoring of student behavior is subtle and preventative. • Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Critical Attributes	• The classroom environment is chaotic, with no apparent standards of conduct. • The teacher does not monitor student behavior. • Some students violate classroom rules, without apparent teacher awareness. • When the teacher notices student misbehavior, she appears helpless to do anything about it.	• Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. • Teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.	• Standards of conduct appear to have been established. • Student behavior is generally appropriate. • The teacher frequently monitors student behavior. • Teacher's response to student misbehavior is effective. • Teacher acknowledges good behavior.	• In addition to the characteristics of "accomplished": • Student behavior is entirely appropriate; there is no evidence of student misbehavior. • The teacher monitors student behavior without speaking—just moving about. • Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.
Possible Examples	• Students are talking among themselves, with no attempt by the teacher to silence them. • An object flies through the air, without teacher notice. • Students are running around the room, the result being a chaotic environment. • Their phones and other electronics distract students but the teacher does nothing.	• Classroom rules are posted, but neither teacher nor students refer to them. • The teacher repeatedly asks students to take their seats, they ignore him. • Teacher says to one student, "Where's your late pass? Go to the office." To another, "You don't have a late pass? Come in and take your seat; you've missed enough already."	• Upon a nonverbal signal from the teacher, students correct their behavior. • The teacher moves to every section of the classroom; keeping a close eye on student behavior. • The teacher gives a student a hard look, and the student stops talking to his neighbor.	• A student suggests a revision in one of the classroom rules. • The teacher notices that some students are talking among themselves and without a word moves nearer to them, the talking stops. • The teacher asks to speak to a student privately about misbehavior. • A student reminds his/her classmates of the class rule about chewing gum.

EVIDENCE:

2E - Organizing Physical Space	The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.			
• Safety and Accessibility • Arrangement of Furniture and Use of Physical Resources	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	• The physical environment is unsafe, or many students don't have access to learning resources. • There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	• The classroom is safe, and essential learning is accessible to most students. • The teacher's use of physical resources, including computer technology, is moderately effective. • Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	• **The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.** • **Teacher makes effective use of physical resources, including computer technology.**	• The classroom is safe, and learning is accessible to all students, including those with special needs. • Teacher makes effective use of physical resources, including computer technology. The teacher ensures the arrangement is appropriate to the learning activities. • Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	• There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the teacher or the board. • Available technology is not being used, even if its use would enhance the lesson.	• The physical environment is safe, and most students can see and hear. • The physical environment is not an impediment to learning but does not enhance it. • The teacher makes limited use of available technology and other resources	• The classroom is safe, and all students are able to see and hear. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology.	• In addition to the characteristics of "accomplished": • Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the goals of the lesson and the physical environment. • Students take the initiative to adjust the physical environment. • Teachers and students make extensive and imaginative use of available technology.
Possible Examples	• There are electrical cords placed in unsafe locations around the classroom. • There is a pole in the middle of the room; some students can't see the board. • A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.	• The teacher ensures that dangerous chemicals are stored safely. • The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson. • The teacher tries to use a computer to illustrate a concept but requires several attempts to make it work.	• There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply. • Desks are moved to make tables so students can work together, or in a circle for class discussion. • The use of an Internet connection enriches the lesson.	• Students ask whether they can shift the furniture to better suit the differing needs of small-group work and large-group discussion. • A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes. • A student suggests an application of the white board for an activity.

EVIDENCE:

3A - Communicating with students	Teachers communicate with students for several independent, but related purposes. First they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, clarity, and imagination. When expanding upon the topic is appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry-based science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. The teacher's use of language is vivid, rich and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.			
• Expectations for Learning • Directions and Procedures • Explanation of Content • Use of Oral and Written Language	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	• The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. • The teacher's explanation of the content contains major errors. • The teacher's spoken or written language contains errors. • The teacher's spoken or written language contains errors of grammar or syntax • The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	• The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. • The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. • The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. • Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	• **The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly.** • **Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experiences.** • **During the explanation of content, the teacher invites student intellectual engagement.** • **Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.**	• The teacher links the instructional purpose of the lesson to the students' interests; the directions and procedures are clear and anticipate possible student misunderstanding. • The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interest. • Students contribute to extending the content and help explain concepts to their classmates. • The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

Critical Attributes			
• At no time during the lesson does the teacher convey to the student what they will be learning. • Students indicate through their questions that they are confused about the learning task. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through body language or questions that they don't understand the content being presented. • Teacher's communications include errors of vocabulary or usage. • The teacher's vocabulary is inappropriate to the age or culture of the students.	• The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation. • The teacher must clarify the learning task so that student can complete it. • The teacher makes no serious content errors but may make a minor error. • The teacher's explanation of the content consists of monologue or is purely procedural, with minimal participation by students. • Vocabulary and usage are correct but unimaginative. • Vocabulary is too advanced or too juvenile for the students.	• The teacher states clearly, at some point during the lesson, what the students will be learning. • If the tactic is appropriate, the teacher models the process to be followed in the task. • Students engage with the learning task, indicating that they understand what they are to do. • The teacher makes no content errors. • The teacher's explanation of content is clear and invites student participation and thinking. • The teacher's vocabulary and usage are correct and completely suited to the lesson. • The teacher's vocabulary is appropriate to the students' ages and levels of development.	• In addition to the characteristics of "accomplished": • The teacher points out possible areas of misunderstanding. • Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • All students seem to understand the presentation. • The teacher invites student to explain the content to the class or to classmates. • Teacher uses rich language, offering brief vocabulary lessons where appropriate.
Possible Examples			
• A student asks, "What are we supposed to be doing? But the teacher ignores the question. • The teacher states that to add fractions they must have the same numerator. • Students have a quizzical look on their faces; some may withdraw from the lesson. • Students become disruptive, or talk among themselves in an effort to follow the lesson. • The teacher uses technical terms with an elementary class without explaining their meanings. • The teacher tends to say "ain't."	• The teacher mispronounces some common words. • The teacher says, "And oh, by the way, today we're going to factor polynomials." • A student asks, "What are we supposed to be doing?" and the teacher clarifies the task. • Students ask, "What do I write here?" in order to complete a task. • Having asked students only to listen, the teacher says, "Watch me while I show you how to. . ." • A number of students do not seem to be following the explanation. • Students are inattentive during the teacher's explanation of content.	• The teacher says, "By the end of today's lesson, you're all going to be able to factor different types of polynomials." • In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?" • The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.	• The teacher says, "Here's a spot where some students have difficulty . . . be sure to read it carefully." • The teacher asks a student to explain the task to other students. • When help is needed a student offers clarification about the learning task to classmates. • The teacher explains passive solar energy by inviting student to think about the temperature in a closed car on a cold but sunny day or by the water in a hose that has been sitting in the sun. • The teacher says,"Who would like to explain this idea to us?" • The teacher pauses during an explanation of civil rights movement to remind students that the prefix "in" as in "inequality," means "not" and the prefix "un" means the same thing.

EVIDENCE:

Framework for Teaching - Domain 3: Instruction – Teacher

| 3B - *Questioning and Discussion Techniques*

• Quality of Questions/Prompts
• Discussion Techniques
• Student Participation | Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this fact reflects their central importance to teachers' practices. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding are being used rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building upon student responses and making use of their ideas. High- quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. These discussions may be based on questions formulated by the students themselves.
Not all questions must be at high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if the questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving student in small-group work, the quality of the student's questions and discussion in their small groups may be considered part of this component.
In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught. |

	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	• Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. • Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • A few students dominate the discussion.	• Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. • Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. • Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	• **Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.** • **Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.** • **Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.**	• Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. • Students formulate many questions, initiate topics, and make unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion.

Critical Attributes	• Questions are rapid-fire, and convergent with a single correct answer. • Questions do not invite student thinking. • All discussion is between teacher and students; students are not invited to speak directly to one another. • A few Students dominate the discussion.	• Teacher frames some questions designed to promote student thinking, but only a small number of students are involved. • The teacher invites students to respond directly to one another's ideas, but few students respond. • Teacher calls on many students, but only a few actually participate in the discussion.	• Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • The teacher effectively builds on student responses to questions. • Discussions enable students to talk to one another without ongoing mediation by the teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion.	• In addition to the characteristics of "accomplished": • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion.
Possible Examples	• All questions are of the "recitation" type such as "What is 3 x 4?" • The teacher asks a questions for which the answer is on the board; students respond by reading it. • The teacher calls only upon students who have their hands up.	• Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" • The teacher asks: "Who has an idea about this?" but only the usual three students offer comments. • The teacher asks: "Michael can you comment on Mary's idea?" but Michael does not respond or makes a comment directly to the teacher.	• The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?" • The teacher uses the plural form in asking questions, such as, "What are some things you think might contribute to . . .?" • The teacher asks, "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary. • After posing a question and asking each of the students to write a brief response and then share it with a partner, the teacher invites a few to offer their ideas to the entire class.	• A student asks, "How many ways are there to get this answer?" • A student says to a classmate, "I don't think I agree with you on this, because . . ." • A student asks of other students, "Does anyone have another idea how we might figure this out?" • A student asks, "What if . . .?"

EVIDENCE:

3C - *Engaging Students in Learning* • Activities and Assignments • Grouping of Students • Instructional Materials and Resources • Structure and Pacing	Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they "on task." The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices and making important contributions to the intellectual life of the class. Such activities don't typically consume the entire lesson, but they are essential components of engagement. A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and then encourages students to reflect on what they have done and what they have learned. This is, the lesson has closure, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is, "What are the students being asked to do?" If the answer to that question is that they are filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged. In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.

	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • Few students are intellectually engaged or interested.	• The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged.	• **The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.** • **The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.**	• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another.

Domain 3: Instruction

Critical Attributes	• Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students to perform only rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or students. • The lesson drags or is rushed.	• Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall. • Students are, in large part, passively engaged with the content, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking. • The pacing of the lesson is uneven-suitable in parts, but rushed or dragging in others.	• Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged.	• In addition to the characteristics of "accomplished": • Virtually all students are highly engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications to the grouping patterns used. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to materials being used. • Students have the opportunity for both reflection and closure after the lesson to consolidate their understanding.
Possible Examples	• Students are able to fill out the worksheet without fully understanding what it's asking them to do. • The lesson drags or feels rushed. • Students complete "busy work" activities.	• Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle and end to the lesson. • Parts of the lesson have a suitable pace: other parts drag or feel rushed.	• Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. • Students are given a task to do independently, then to discuss with a table group, and then to report out from each table. • There is a clear beginning, middle and end to the lesson. • The lesson neither rushes or drags.	• Students are asked to write an essay "in the spirit of Hemmingway." • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson.

EVIDENCE:

Framework for Teaching - Domain 3: Instruction – Teacher

3D - Using Assessment in Instruction	Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment for learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what was intended), assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their "fingers on the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students. Of course, a teacher's monitoring of student learning, though the action may superficially appear to be the same as that of monitoring student behavior, has a fundamentally different purpose in each case. When teachers are monitoring behavior, they are alert to students who may be passing notes, or bothering their neighbors; when teachers are monitoring student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations. Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. For the purpose of monitoring, many teachers create questions specifically to determine the extent of student understanding and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance.			
• Assessment Criteria • Monitoring of Student Learning • Feedback to Students • Student Self-Assessment and Monitoring of Progress				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	• There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. • Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	• Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. • Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. • Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	• **Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.** • **Students appear to be aware of the assessment criteria; some of them engage in self-assessment** • **Questions, prompts, assessments are used to diagnose evidence of learning.**	• Assessment is fully integrated into instruction through extensive use of formative assessment. • Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria • Students self-assess and monitor their progress. • A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. • Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

Critical Attributes	• The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Feedback is only global. • The teacher does not ask students to evaluate their own classmates work.	• There is little evidence that the students understand how their work will be evaluated. • Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. • Teacher requests global indications of student understanding. • Feedback to students is not uniformly specific and not oriented towards future improvement of the work. • The teacher makes only minor attempts to engage students in self-assessment or peer assessment.	• Students indicate that they clearly understand the characteristics of high-quality work. • The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance, at least for groups of students. • The teacher attempts to engage students in self-assessment or peer assessment.	• In addition to the characteristics of "accomplished": • There is evidence that students have helped establish the evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. • Teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is specific and timely, and is provided from many sources including other students. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by their teacher.
Possible Examples	• A student asks: "How is this assignment going to be graded?" • A student asks, "Does this quiz count towards my grade?" • The teacher forges ahead with a presentation without checking for understanding. • The teacher says: "Good job, everyone."	• Teacher asks: "Does anyone have a question?" • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher, after receiving a correct response from one student, continues without ascertaining whether all students understand the concept.	• The teacher circulates during small group or independent work, offering suggestions to groups of students. • The teacher uses a specifically formulated question to elicit evidence of student understanding. • The teacher asks student to look over their papers to correct their errors	• The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. • While students are working, the teacher circulates, providing substantive feedback to individual students. • The teacher uses exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing rubric and confer with the teacher about how it could be improved.

EVIDENCE:

Framework for Teaching - Domain 3: Instruction – Teacher

3E - Demonstrating Flexibility and Responsiveness • Lesson Adjustment • Response to Students • Persistence	"Flexibility and responsiveness" refers to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and readiness for different possible scenarios. But even the most-skilled and best-prepared teachers will on occasion find that either a lesson is not going as they would like or that a teachable moment has presented itself. They are ready to respond to such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage each student in learning, even when confronted with initial setbacks.			
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	• Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. • Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	• Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. • Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	• Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. • Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	• Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. • Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Critical Attributes	• Teacher ignores indications of student boredom or lack of understanding. • Teacher brushes aside student questions • Teacher makes no attempt to incorporate student interests into the lesson. • The teacher conveys to students that when they have difficulty learning it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students.	• Teacher's efforts to modify the lesson are only partially successful. • Teacher makes perfunctory attempts to incorporate student questions and interests in the lesson. • The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them. • In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so.	• When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. • Teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that he has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.	• In addition to the characteristics of "accomplished": • The teacher's adjustments to the lesson are designed to assist individual students. • The teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
Possible Examples	• The teacher says, "We don't have time for that today." • The teacher makes no attempt to adjust the lesson when students appear confused. • The teacher says, "If you'd just pay attention, you could understand this."	• The teacher says, "I'll try to think of another way to come at this and get back to you." • The teacher says, "I realize not everyone understands this, but we can't spend any more time on it." • The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson.	• The teacher says, "That's an interesting idea; let's see how it fits." • The teacher illustrates a principle of good writing to a student using his interest in basketball as context. • The teacher says, "Let's try this way and then uses another approach."	• The teacher stops midstream in a lesson, and says, "This activity doesn't seem to be working! Here's another way I'd like you to try it." • The teacher incorporates the school's upcoming championship game into an explanation of averages. • The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – Teacher

4A - Reflecting on Teaching • Accuracy • Use in Future Teaching	Reflecting on teaching encompasses the teacher's thinking that follows any instructional event – an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity, and ability to use what has been learned in future teaching is a learned skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.			
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	• Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson • Teacher has no suggestions for how a lesson could be improved.	• Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. • Teacher makes general suggestions about how a lesson could be improved.	• **Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.** • **Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.**	• Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. • Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	• The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement.	• The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction.	• The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved.	• In addition to the characteristics of "accomplished": • Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • Teacher's suggestions for improvement draw on an extensive repertoire.
Possible Examples	• Despite evidence to the contrary, the teacher says, "My students did great on that lesson!" • The teacher says, "That was awful; I wish I knew what to do!"	• At the end of the lesson the teacher says, o "I guess that went okay." • The teacher says, "I guess I'll try X next time."	• The teacher says, "I wasn't pleased with the level of engagement of the students." • The teacher's journal indicates several possible lesson improvements.	• The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed." • In conversation with colleagues, the teacher considers different group strategies for improving a lesson.

EVIDENCE:

4B - Maintaining Accurate Records	An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This record keeping includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically with the use of spreadsheets and databases that allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.			
• Student Completion of Assignments • Student Progress in Learning • Non-Instructional Records	Ineffective	Developing	Accomplished	Exemplary
	• Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. • Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	• Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. • Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	• **Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.**	• Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. • Students contribute information and participate in maintaining the records.
Critical Attributes	• There is no system for either instructional or non-instructional records. • The record-keeping systems are in disarray so as to provide incorrect or confusing information.	• The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information. • The teacher's process for tracking student progress is cumbersome to use. • The teacher has a process for tracking, but not all non-instructional information, and it may contain some errors.	• The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. • The teacher has an efficient and effective process for recording student attainment of learning goals; student able to see how they're progressing. • The teacher's process for recording non-instructional information is both efficient and effective.	• In addition to the characteristics of "accomplished": • Students contribute to and maintain records indicating completed and overdue work assignments. • Students both contribute and maintain data files indicating their own progress in learning. • Students contribute to maintaining non-instructional records for the class.
Possible Examples	• A student says, "I'm sure I turned in that assignment, but the teacher lost it!" • The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored." • On the morning of the field trip, the teacher discovers that five students have never turned in their permission slips.	• A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are." • The teacher says, "I've got all these notes about how kids are doing; I should put them into the system, but I don't have time." • On the morning of the field trip, the teacher frantically searches all the drawers in the desk for permission slips and finds them just before the bell rings.	• The teacher creates a link on the class website that students can access to check on any missing assignment. • The teacher's grade book records student progress toward learning goals. • The teacher creates a spreadsheet for tracking which students have paid for their school pictures.	• A student from each team maintains the database of current and missing assignments for the team. • When asked about their progress in class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals. • When they bring in their permission slips for a field trip, students add their own information to the database.

EVIDENCE:

4C - Communicating with Families	Although the ability of families to participate in their child's learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about both the instructional program and about individual students, and they invite families to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level when young children are just beginning school. However, the importance of regular communication with families of adolescence cannot be overstated. A teacher's effort to communicate with families conveys an essential caring on the part on the part of the teacher, a quality valued by families of students of all ages.			
• Information About the Instructional Program • Information About Individual Students • Engagement of Families in the Instructional Program	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	• Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. • Teacher makes no attempt to engage families in the instructional program.	• Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	• **Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.** • **Teacher makes some attempts to engage families in the instructional program.** • **Information to families is conveyed in a culturally appropriate manner.**	• Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. • Response to family concerns is handled with professional and cultural sensitivity. • Teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	• Little or no information regarding the instructional program is available to parents. • Families are unaware of their children's progress. • Family engagement activities are lacking. • Communication is culturally inappropriate.	• School or district-created materials about the instructional program are sent home. • Infrequent or incomplete information is sent home by teachers about the instructional program. • Teacher maintains school-required grade book but does little else to inform families about student progress. • Teacher communications are sometimes inappropriate to families' cultural norms.	• Information about the instructional program is available on a regular basis. • The teacher sends information about student progress home on a regular basis. • Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.	• In addition to the characteristics of "accomplished": • On a regular basis, students develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with families. • Students contribute to regular and ongoing projects designed to engage families in the learning process.
Possible Examples	• A parent says, "I'd like to know what my kid is working on at school." • A parent says, "I wish I knew something about my child's progress before the report card comes out." • A parent says, "I wonder why we never see any school work come home."	• A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class." • A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine." • Weekly quizzes are sent home for parent/guardian signature.	• The teacher sends weekly newsletter home to families, including advance notice about homework assignments, current class activities, community and/or school projects, field trips, etc. • The teacher creates a monthly progress report, which is sent home for each student. • The teacher sends home a project that asks students to interview a family member about growing up during the 1970s.	• Students create materials for back-to-school night that outline the approach for learning science. • Student daily reflection log describes learning and goes home each week for a response from a parent or guardian. • Students design a project on charting family use of plastics.

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities -Teacher

4D - Participating in a Professional Community	Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers—organizations whose full potential is realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect and by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.			
• Relationships with Colleagues • Involvement in a Culture of Professional Inquiry • Service to the School • Participation in School and District Projects	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	• Teacher's relationships with colleagues are negative or self-serving. • Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. • Teacher avoids becoming involved in school events or school and district projects	• Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. • Teacher becomes involved in the school's culture of professional inquiry when invited to do so. • Teacher participates in school events and school and district projects when specifically asked to do so.	• **Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.** • **Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.**	• Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. • Teacher takes a leadership role in promoting a culture of professional inquiry. • Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes	• The teacher's relationship with colleagues is characterized by negativity or combativeness. • The teacher purposefully avoids contributing to activities promoting professional inquiry. • The teacher avoids involvement in school activities and school, district and community projects.	• The teacher has pleasant relationships with colleagues. • When invited, the teacher participates in activities related to professional inquiry. • When asked, the teacher participates in school activities, as well as school, district and community projects.	• The teacher has supportive and collaborative relationships with colleagues. • The teacher regularly participates in activities related to professional inquiry. • The teacher frequently volunteers to participate in school activities, as well as school, district and community projects.	• In addition to the characteristics of "accomplished": • The teacher takes a leadership role in promoting activities related to professional inquiry. • The teacher regularly contributes to and oversees events that positively impact school life. • The teacher regularly contributes to and serves as head of significant school, district and community projects.

| Possible Examples | • The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good.
• The teacher does not attend PLC meetings.
• The teacher does not attend any school function after the dismissal bell.
• The teacher says, "I work from 8:30-3:30 and not a minute more. I won't serve on any district committee unless they get a substitute to cover my class". | • The teacher is polite but never shares any instructional materials with his grade partners.
• The teacher attends PLC meetings only when reminded by her supervisor.
• The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."
• The teacher contributes to the district literacy committee only when requested to do so by the principal. | • The principal remarks that the teacher's students have been noticeably successful since her team has been focused on instructional strategies during their team meetings.
• The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues.
• The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there.
• The teacher enthusiastically represents the school during the district social studies review and brings her substantial knowledge of U.S. history to the course-writing team. | • The teacher leads the "mentor" group, devoted to supporting teachers during their first years in the profession.
• The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.
• The teacher leads the school's annual "Olympics" day, which involves all students and faculty in athletic events.
• The teacher leads the school district's wellness committee, which involves health-care and nutrition specialists from the community. |

EVIDENCE:

4E - Growing and Developing Professionally	• As in other professions, the complexity of teaching requires continued growth and development in order to remain current. Conscientiousness about continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities such as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.			
• Enhancement of Content Knowledge and Pedagogical Skill • Receptivity to Feedback from Colleagues • Service to the Profession	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	• Teacher engages in no professional development activities to enhance knowledge or skill. • Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. • Teacher makes no effort to share knowledge with others or to assume professional responsibility.	• Teacher participates in professional activities to a limited extent when they are convenient. • Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. • Teacher finds limited ways to contribute to the profession.	• **Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.** • **Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.** • **Teacher participates actively in assisting other educators.**	• Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. • Teacher seeks out feedback on teaching from both supervisors and colleagues. • Teacher initiates important activities to contribute to the profession.
Critical Attributes	• The teacher is not involved in any activity that might enhance knowledge or skill. • The teacher purposefully resists discussing performance with supervisors or colleagues. • The teacher ignores invitations to join professional organizations or attend conferences.	• The teacher participates in professional activities when they are required or when provided by the school district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to educational professional organizations.	• The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. • The teacher actively participates in professional organizations designed to contribute to the profession.	• In addition to the characteristics of "accomplished": • The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.

Domain 4: Professional Responsibilities

Possible Examples				
	• The teacher never takes continuing education courses, even though the credits would increase his salary. • The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will simply discard the feedback form. • Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.	• The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received. • The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply to his situation. • The teacher joins the local chapter of the American Library Association because she feels she might benefit from the free book—but otherwise doesn't feel it worth much of her time.	• The teacher eagerly attends the school district optional summer workshops, finding them to be a wealth of instructional strategies he can use during the school year. • The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day. • The teacher joins a science education partnership and finds that it provides him access to resources that truly benefit his students' conceptual understanding.	• The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. • The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. • The teacher founds a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – Teacher

4F - Showing Professionalism • Integrity and Ethical Conduct • Service to Students • Advocacy • Decision Making • Compliance with School and District Regulations	Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this sense of priority might challenge long-held assumptions, past practices, or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is the best interest of students. Such educators display professionalism in a number of ways. For example, they conduct their interactions with colleagues with honesty and integrity. They know their students' needs and seek out resources in order to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. These dedicated educators also display their professionalism in the ways they approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.			
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	• Teacher displays dishonesty in interactions with colleagues, students and the public. • Teacher is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school. • Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	• Teacher is honest in interactions with colleagues, students and the public. • Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students being ill-served by the school. • Teacher's decisions and recommendations are based on limited but genuinely professional considerations. • Teacher complies minimally with school and district regulations, doing just enough to get by	• **Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public.** • **Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.** • **Teacher maintains an open mind in team or departmental decision-making.** • **Teacher complies fully with school and district regulation.**	• Teacher takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity and confidentiality. • Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. • Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. • Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Critical Attributes	• Teacher is dishonest. • Teacher does not notice the needs of students. • The teacher engages in practices that are self-serving. • The teacher willfully rejects school district regulations.	• Teacher is honest. • Teacher notices the needs of students but is inconsistent in addressing them. • Teacher does not notice that some school practices result in poor conditions for students. • Teacher makes decisions professionally but on a limited basis. • Teacher complies with school district regulations.	• Teacher is honest and known for having high standards of integrity. • Teacher actively addresses student needs. • Teacher actively works to provide opportunities for student success. • Teacher willingly participates in team and departmental decision-making. • Teacher complies completely with school district regulations.	• In addition to the characteristics of "accomplished": • Teacher is considered a leader in terms of honesty, integrity, and confidentiality. • Teacher is highly proactive in serving students. • Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful. • Teacher makes a leadership role in team and departmental decision-making. • Teacher takes a leadership role regarding school district regulations.
Possible Examples	• The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues. • The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mother can't afford day care. • The teacher fails to notice that one of her kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs. • When one of his colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities. • The teacher does not file her students' writing samples in their cum folders; doing so is time consuming, and she wants to leave early for summer break.	• The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her." • The teacher, considering staying late to help some of her students in after-school day care, realizes doing so would conflict with her gym class and decides against staying. • The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes the problem has been taken care of. • When her grade partner goes out on maternity leave, the teacher says, "Hello" and "Welcome" to the substitute but does not offer any further assistance. • The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.	• The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately. • Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons. • The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps. • The English department chair says, "I appreciate when Jim attends our after-school meetings; he always contributes something meaningful to the discussion. • The teacher learns the district's new online curriculum mapping system and enters all of her courses.	• When the new teacher has trouble understanding directions from the principal, she immediately goes to the colleague who she can rely on for expert advice and complete discretion. • After the school's intramural basketball program is discontinued, the teacher finds some former student-athletes to come in and work with his students, who have come to love the after-school sessions. • The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students. • The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss. • When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she can assist her colleagues with its implementation.

EVIDENCE:

Framework for Teaching - Instructional Specialists

Domain 1 Planning & Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
1A - Demonstrating knowledge of current trends in specialty area and professional development *1B* - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program *1C* - Establishing goals for the instructional support program appropriate to the setting and the teachers served *1D* - Demonstrating knowledge of resources both within and beyond the school and district *1E* - Planning the instructional support program integrated with the overall school program *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 *2C* - Establishing clear procedures for teachers to gain access to the instructional support *2D* - Establishing and maintaining norms of behavior for professional interactions *2E* - Organizing physical space for workshops or training	*3A* - Collaborating with teachers in the design of instructional units and lessons *3B* -Engaging teachers in learning new instructional skills 3C - Sharing expertise with staff *3D* - Locating resources for teachers to support instructional improvement *3E* - Demonstrating flexibility and responsiveness	*4A* - Reflecting on practice *4B* - Preparing and submitting budgets and reports *4C* - Coordinating work with other instructional specialists *4D* - Participating in a professional community *4E* - Engaging in professional development *4F* - Showing professionalism including integrity and confidentiality

Framework for Teaching - Instructional Specialists
Domain 1: Planning & Preparation

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

1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist 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				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Instructional specialist has no clear goals for the instructional program or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist'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.

EVIDENCE:

Framework for Teaching - Domain 1: Planning & Preparation – Instructional Specialists

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

1E - Planning the instructional support program integrated with the overall school program				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worth-while activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their skills.	Instructional specialist'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				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support 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.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

EVIDENCE:

Framework for Teaching - Domain 2: The Environment – Instructional Specialist

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

2B - Establishing a culture for ongoing instructional improvement				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Instructional specialist 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 instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

2C - Establishing clear procedures for teachers to gain access to the instructional support				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	When teachers want to access assistance from the instructional specialist, 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.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

EVIDENCE:

Framework for Teaching - Domain 2: The Environment – Instructional Specialist

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

2E - Organizing physical space for workshops or training				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Instructional specialist 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.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

EVIDENCE:

Framework for Teaching - Domain 3: Delivery of Service – Instructional Specialist

3A - Collaborating with teachers in the design of instructional units and lessons				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specialty asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist 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 instructional skills				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Teachers decline opportunities to engage in professional learning.	Instructional specialist'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				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.

EVIDENCE:

Framework for Teaching - Domain 3: Delivery of Service – Instructional Specialist

3D - Locating resources for teachers to support instructional improvement				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Instructional specialist fails to locate resources for instructional improvement for teacher, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

3E - Demonstrating flexibility and responsiveness				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – Instructional Specialist

4A - Reflecting on practice				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional 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.	Instructional specialist'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.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by prediction of the likely consequences of each.

4B - Preparing and submitting budgets and reports				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditure, and following established procedures. Reports are sometimes submitted on time.	**Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.**	Instructional specialist 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				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes leadership role in coordinating projects with other instructional specialist within and beyond the district.

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – Instructional Specialist

4D - Participating in a professional community				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Instructional specialist's relationships with colleagues are negative or self-serving and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

4E - Engaging in professional development				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist 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.

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

EVIDENCE:

Framework for Teaching - School Guidance Counselors / Social Workers

Domain 1 Planning & Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
1A - Demonstrating knowledge of counseling theory and techniques 1B - Demonstrating knowledge of child and adolescent development 1C - Establishing goals for the counseling program appropriate to the setting and the students served 1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district 1E - Plan in the counseling program integrated with the regular school program 1F - Developing a plan to evaluate the counseling program	2A - creating an environment of respect and rapport 2B - Establishing a culture for productive communication 2C - Managing routines and procedures 2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school 2E - Organizing physical space	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 3D - Brokering resources to meet needs 3E - Demonstrating flexibility and responsiveness	4A - Reflecting on practice 4B - Maintaining records and submitting them in a timely fashion 4C - Communicating with families 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism

Framework for Teaching - School Guidance Counselors / Social Workers
Domain 1: Planning & Preparation

1A - Demonstrating knowledge of counseling theory and techniques				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	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 - Demonstrating knowledge of child and adolescent development				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.

1C - Establishing goals for the counseling program appropriate to the setting and the students served				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	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.

EVIDENCE:

Framework for Teaching - Domain 1: Planning & Preparation – School Guidance Counselors / Social Workers

1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	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 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 - Plan in the counseling program integrated with the regular school program				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

1F - Developing a plan to evaluate the counseling program				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	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.

EVIDENCE:

Framework for Teaching - Domain 2: The Environment – School Guidance Counselors / Social Workers

2A - creating an environment of respect and rapport				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	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				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	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.

2C - Managing routines and procedures				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

EVIDENCE:

Framework for Teaching - Domain 2: The Environment – School Guidance Counselors / Social Workers

2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counselling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.

2E - Organizing physical space				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	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.

EVIDENCE:

Framework for Teaching - Domain 3: Delivery of Service – School Guidance Counselor / Social Worker

3A - Assessing student needs				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	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				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	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 in individual and classroom programs				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

EVIDENCE:

Framework for Teaching - Domain 3: Delivery of Service – School Guidance Counselor / Social Worker

3D - Brokering resources to meet needs				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.

3E - Demonstrating flexibility and responsiveness				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	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 input.

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – School Guidance Counselors / Social Workers

4A - Reflecting on practice				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	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 fully successful for at least some of the students. Counselor draws on an extensive repertoire to suggest alternative strategies.

4B - Maintaining records and submitting them in a timely fashion				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	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 families				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor provides no information to families, either about the counseling program as a whole or about the individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

4D - Participating in a professional community				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	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.

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – School Guidance Counselors / Social Workers

4E - Engaging in professional development				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor does not participate in professional development even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4F - Showing professionalism				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor displays dishonesty in interactions with colleagues, students, and the public: violates principals 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.

EVIDENCE:

Framework for Teaching - Therapeutic Specialists – Speech Language

Domain 1 Planning & Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license *1B* - Establishing goals for the therapy program appropriate to the setting and the students served *1C*- Demonstrating knowledge of District state and federal regulations and guidelines *1D* - Demonstrating knowledge of resources both within and beyond the school and district 1E - Planning the therapy program integrated with the regular school program to meet the needs of individual students *1F* - Developing a plan to evaluate the therapy program	*2A – Establishing rapport with students* *2B - Organizing time effectively* *2C - Establishing and maintaining clear procedures for referrals* *2D - Establishing standards of conduct in the treatment center* *2E - Organizing physical space for testing of students and providing therapy*	*3A* - Responding to referrals and evaluating student needs *3B* - Developing and implementing treatment plans to maximize student s success *3C* - Communicating with families *3D* - Collecting information; writing reports *3E* - Demonstrating flexibility and responsiveness	*4A* - Reflecting on practice *4B* - Collaborating with teachers and administrators *4C* - Maintaining an effective data management system *4D* - Participating in a professional community *4E* - Engaging and professional development *4F* - Showing professionalism including integrity advocacy and maintaining confidentiality

Framework for Teaching - Therapeutic Specialists – Speech Language
Domain 1: Planning & Preparation

1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	Ineffective	Developing	Accomplished	Exemplary
	Specialist demonstrates little of no knowledge and skill in the therapy area: does not hold the necessary certification or license.	Specialist demonstrates basic knowledge and skill in the therapy area: holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area: holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area: holds an advanced certificate or license.

1B - Establishing goals for the therapy program appropriate to the setting and the students served	Ineffective	Developing	Accomplished	Exemplary
	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for therapy program are rudimentary and are partially suitable to the situation and to the age of students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.

1C- Demonstrating knowledge of District state and federal regulations and guidelines	Ineffective	Developing	Accomplished	Exemplary
	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedure.	Specialist's knowledge of special education laws and procedures is extensive: specialist tales a leadership role in reviewing and revising district policies.

EVIDENCE:

Framework for Teaching - Domain 1: Planning & Preparation – Therapeutic Specialists – Speech Language

1D - Demonstrating knowledge of resources both within and beyond the school and district	Ineffective	Developing	Accomplished	Exemplary
	Specialist demonstrates little or no knowledge of resources for students available through the school district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	**Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.**	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.

1E - Planning the therapy program integrated with the regular school program to meet the needs of individual students				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's is highly coherent and preventive and serves to support students individually, within the broader educational program.

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

EVIDENCE:

Framework for Teaching - Domain 2: The Environment – Therapeutic specialists – Speech Language

2A – Establishing rapport with students				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Specialist's interactions with students are negative or inappropriate: students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative: the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful: students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.

2B - Organizing time effectively				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed: essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner: teachers and students understand their schedules.

2C - Establishing and maintaining clear procedures for referrals				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	No procedures for referrals have been established: when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

Framework for Teaching - Domain 2: The Environment – Therapeutic specialists – Speech Language

2D - Establishing standards of conduct in the treatment center				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards: response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

2E - Organizing physical space for testing of students and providing therapy				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	The testing and treatments center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized: materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

EVIDENCE:

Framework for Teaching - Domain 3: Delivery of Service – Therapeutic Specialists - Speech Language

3A - Responding to referrals and evaluating student needs				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Specialist fails to respond to referrals or makes hasty assessments of student's needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and, makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student's needs.

3B - Developing and implementing treatment plans to maximize student s success				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.

3C - Communicating with families				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.

Framework for Teaching - Domain 3: Delivery of Service – Therapeutic Specialists - Speech Language

3D - Collecting information; writing reports				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Specialist neglects to collect important information on which to base treatment plans: reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans: reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans: reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary: reports are accurate and clearly written and are tailored for the audience.

3E - Demonstrating flexibility and responsiveness				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in responses to student, parent, or teacher input.

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – Therapeutic Specialists – Speech Language

4A - Reflecting on practice				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.

4B - Collaborating with teachers and administrators				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	**Specialist initiates contact with teachers and administrators to confer regarding individual cases.**	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.

4C - Maintaining an effective data management system	Ineffective	Developing	Accomplished	Exemplary
	Specialist's data-management system is either nonexistent or in disarray: it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities – Therapeutic Specialists – Speech Language

4D - Participating in a professional community	Ineffective	Developing	Accomplished	Exemplary
	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

4E - Engaging and professional development	Ineffective	Developing	Accomplished	Exemplary
	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	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 including integrity advocacy and maintaining confidentiality	Ineffective	Developing	Accomplished	Exemplary
	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking leadership role with colleagues.

EVIDENCE:

Framework for Teaching – Library Media Specialist

Domain 1 Planning & Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
1A - Demonstrating Knowledge of Content Curriculum and Process • Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process *1B -* Demonstrating Knowledge of Students • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs *1C-* Supporting Instructional Goals • Instructional resources and technology • Instructional services *1D -* Demonstrating Knowledge and Use of Resources • Instructional materials and resources • Search strategies *1E -* Demonstrating a Knowledge of Literature and Lifelong Learning • Children's and young adult literature • Reading promotion *1F -* Collaborating in the Design of Instructional Experiences • Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy	*2A-* Creating an environment of respect and rapport • Interpersonal relations • Student interactions • Staff interactions *2B -* Establishing a Culture for Learning • Ethos • Expectations for learning *2C -* Managing Library Procedures • Circulation procedures • Scheduling procedures *2D -* Managing student behavior • Expectations • Monitoring of student behavior • Response to misbehavior *2E -* Organizing physical space • Safety • Traffic flow • Self-directed use • Consideration of functions • Flexibility	*3A -* Communicating Clearly and Accurately • Directions and procedures • Use of different methods *3B -* Using Questioning and Research Techniques • Quality of questions • Research techniques • Student inquiry *3C -* Engaging Students in Learning • Instructional materials and resources • Expectations for students *3D -* Assessment in Instruction (whole class, one-on-one and small group) • Assessment criteria • Monitoring of student learning • Quality feedback • Student self-assessment and monitoring of progress *3E -* Demonstrating Flexibility and Responsiveness • Teaching strategies • Lesson adjustments • Response to students • Persistence	*4A -* Reflecting on Practice • Reflection • Vision • Change *4B -* Maintaining Accurate Records • Catalog • Circulation • Statistics • Inventory • Using Data *4C -* Communicating with School Staff and Community • Information about the library program • Advocacy *4D -* Participating in a Professional Community • Service to the School • Participation in school and district projects • Involvement in a culture of professional inquiry • Relationship with colleagues *4E -* Growing and Developing Professionally • Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession *4F* Collection Development and Maintenance • Assessment • Selection Weeding *4G-* Managing the Library Budget • Data driven decisions • Budget development • Record keeping *4H-* Managing Personnel • Motivating leadership • Delegating responsibility • Training • Supervision • Evaluation *4I-* Professional ethics • Library Bill of Rights • Copyright law • Ethical use of information • Intellectual freedom • Privacy • Confidentiality

Framework for Teaching - Library Media Specialist
Domain 1: Planning & Preparation

1A - Demonstrating Knowledge of Content Curriculum and Process • Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process	Ineffective	Developing	Accomplished	Exemplary
	School Library Media Specialist is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.	School Library Media Specialist is familiar with the curriculum but cannot articulate connections with literacies and the research process.	School Library Media Specialist displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections.	School Library Media Specialist displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections.

1B - Demonstrating Knowledge of Students • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs	Ineffective	Developing	Accomplished	Exemplary
	School Library Media Specialist makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist does not understand the need for this information in planning and developing the collection.	School Library Media Specialist demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.	School Library Media Specialist demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.	School Library Media Specialist demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.

EVIDENCE

Framework for Teaching - Domain 1: Planning & Preparation – Library Media Specialist

1C- Supporting Instructional Goals				
• Instructional resources and technology • Instructional services	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	School Library Media Specialist does not display a real understanding of the instructional goals for the disciplines and diverse student population and provides few of the necessary resources and instruction services to support these goals.	School Library Media Specialist displays some understanding of the instructional goals for the different disciplines and diverse student population and provides some of the necessary resources, technology and instructional services to support these goals.	School Library Media Specialist displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals.	School Library Media Specialist displays full understanding of the instructional goals for all of the disciplines and diverse student population and expertly provides the necessary resources, technology and instructional services to support these goals.

1D - Demonstrating Knowledge and Use of Resources				
• Instructional materials and resources • Search strategies	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	School Library Media Specialist has little awareness of the resources with the school's library collection or resources available electronically and does not seek resources outside the library.	School Library Media Specialist is aware of the resources within the school's library collection as well as of resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community.	School Library Media Specialist has commendable knowledge of the resources within the school's library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.	School Library Media Specialist has an extensive knowledge of the resources within the school's library collection; has knowledge of a variety of electronic and online resources accompanied with advanced skills for accessing information using these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond.

1E - Demonstrating a Knowledge of Literature and Lifelong Learning				
• Children's and young adult literature • Reading promotion	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	School Library Media Specialist has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning.	School Library Media Specialist has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning.	School Library Media Specialist has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	School Library Media Specialist has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.

EVIDENCE:

Framework for Teaching - Domain 1: Planning & Preparation – Library Media Specialist

1F - Collaborating in the Design of Instructional Experiences • Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	School Library Media Specialist does not collaborate with teachers in planning, implementing, and assessing learning activities.	School Library Media Specialist collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit.	School Library Media Specialist collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.	School Library Media Specialist collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.

EVIDENCE:

Framework for Teaching - Domain 2: The Library Environment - Library Media Specialist

2A- Creating an environment of respect and rapport • Interpersonal relations • Student interactions • Staff interactions				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the school Library Media Specialist. Some student interactions are characterized by conflict, sarcasm, or put-downs.	School Library Media Specialist-student and staff interactions are generally polite and respectful but may reflect inconsistencies. Respect toward the school Library Media Specialist is not always evident.	School Library Media Specialist demonstrates genuine caring and respect for students and staff and most students and staff exhibit a mutual respect for the school Library Media Specialist	School Library Media Specialist demonstrates genuine caring and respect for students and staff and uses praise and positive reinforcement. Students and staff exhibit a high regard for the school Library Media Specialist.

2B - Establishing a Culture for Learning • Ethos • Expectations for learning				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	School Library Media Specialist maintains a controlled and stifling environment not conducive to learning.	School Library Media Specialist maintains an environment that is attractive with expectations that students use the library appropriately.	School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged.	School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library.

2C - Managing Library Procedures • Circulation procedures • Scheduling procedures				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.

2D - Managing student behavior • Expectations • Monitoring of student behavior • Response to misbehavior				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	School Library Media Specialist has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior.	School Library Media Specialist has established standards of conduct, monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students.	School Library Media Specialist has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students.	School Library Media Specialist has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students.

EVIDENCE:

Framework for Teaching - Domain 2: The Library Environment - Library Media Specialist

2E - Organizing physical space	Ineffective	Developing	Accomplished	Exemplary
• Safety • Traffic flow • Self-directed use • Consideration of functions • Flexibility	The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions.	The library is organized for safety and ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other functions. Signage is inconsistent.	The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. Some signage is provided to support self-directed use. Library design and furnishings allow for some flexibility in response to changing needs, and accessibility for all students, including those with disabilities.	The library is very effectively organized for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. Significant signage is provided to support self-directed use. Library design and furnishings allow for flexibility in response to changing needs, and accessibility for all students, including those with disabilities.

EVIDENCE:

Framework for Teaching - Domain 3: Instruction/ Delivery of Service - Library Media Specialist

3A - Communicating Clearly and Accurately				
• Directions and procedures • Use of different methods	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	School Library Media Specialist does not communicate clearly and directions and procedures are often confusing or not provided at all.	School Library Media Specialist is usually clear in communicating directions and procedures but often needs to repeat and clarify before students or staff members understand the intent. Sometimes directions are overly detailed or too sparse for initial understanding. The use of technology is inconsistent and not always effective.	School Library Media Specialist clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.	School Library Media Specialist clearly communicates directions and procedures both orally and in writing, anticipating in advance possible misunderstandings. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.

3B - Using Questioning and Research Techniques				
• Quality of questions • Research techniques • Student inquiry	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	School Library Media Specialist does not use questions effectively and usually tells the student what to do or leaves them on their own.	School Library Media Specialist asks questions that guide students and help them think about their research topic.	School Library Media Specialist often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.	School Library Media Specialist nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process.

3C - Engaging Students in Learning				
• Instructional materials and resources • Expectations for students	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	School Library Media Specialist is not able to recommend or guide students to appropriate engaging resources. Expectations for students are low.	School Library Media Specialist sometimes recommends or guides students to resources that link well with the content learning goals, the students' knowledge backgrounds and experiences and which engage students cognitively and serve to enhance the active construction of understanding. Expectations for students are inconsistently present and there is likewise inconsistent response by the students.	School Library Media Specialist usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them.	School Library Media Specialist recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding. Most students respond to the high expectations of the teacher and the school Library Media Specialist.

EVIDENCE:

Framework for Teaching - Domain 3: Instruction/ Delivery of Service - Library Media Specialist

3D - Assessment in Instruction (whole class, one-on-one and small group)				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
• Assessment criteria • Monitoring of student learning • Quality feedback • Student self-assessment and monitoring of progress	In collaborative units designed for whole class instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist does not monitor student learning. The school Library Media Specialist does not provide feedback to students when working with them on a one-to-one basis or with small groups. Students do not engage in self-assessment or monitoring of progress.	In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors a class of students as a whole but elicits no diagnostic information. The school Library Media Specialist provides some feedback to students when working with them on a one to- one basis or with small groups. Students occasionally assess the quality of their own work.	In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors groups of student but makes limited use of diagnostics. The school Library Media Specialist is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.	In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria**.** The school Library Media Specialist actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The school Library Media Specialist provides timely accurate, substantive, constructive and specific feedback when working with individuals and groups. Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning.

3E - Demonstrating Flexibility and Responsiveness				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
• Teaching strategies • Lesson adjustments • Response to students • Persistence	The school Library Media Specialist adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students' questions. The school Library Media Specialist makes minimal adjustments to the instructional plan.	The school Library Media Specialist attempts to accommodate students' learning styles, needs, abilities, interests and questions but the use of diverse strategies is limited. Responding to spontaneous events is rare.	The school Library Media Specialist uses some diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interests, abilities and questions.	The school Library Media Specialist uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist makes adjustments to instructional plans and provides interventions as needed and responds to opportunities arising from spontaneous events to accommodate students' learning styles, needs, interests, abilities and questions.

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities - Library Media Specialist

4A - Reflecting on Practice • Reflection • Vision • Change	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	The school Library Media Specialist rarely reflects on the effectiveness of services, resources, and instructional strategies.	The school Library Media Specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.	The school Library Media Specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program.	The school Library Media Specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program.

4B - Maintaining Accurate Records • Catalog • Circulation • Statistics • Inventory • Using Data	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	The school Library Media Specialist does not maintain accurate or current records.	The school Library Media Specialist maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.	The school Library Media Specialist maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year.	The school Library Media Specialist maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of equipment and; statistics of library use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year.

4C - Communicating with School Staff and Community • Information about the library program • Advocacy	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	School Library Media Specialist does not communicate with the school community about the library program and services.	The school Library Media Specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	The school Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	The school Library Media Specialist effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on AASL's *Standards for the 21st Century Learner* and additionally utilizes elements of *Empowering Learners: Guidelines for School Library Media Programs* to communicate the development of the library program, new resources and services. The school Library Media Specialist actively solicits feedback and input from the schools staff and community to improve instruction, program and services.

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities - Library Media Specialist

4D - Participating in a Professional Community				
• Service to the School • Participation in school and district projects • Involvement in a culture of professional inquiry • Relationship with colleagues	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	School Library Media Specialists' relationships with colleagues are frequently negative or self-serving and the school Library Media Specialist avoids or refuses to be involved in school and district events and projects.	School Library Media Specialist participates in school and district events and projects when specifically requested. School Library Media Specialist usually maintains a positive collaborative relationship with colleagues.	School Library Media Specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.	School Library Media Specialist makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.

4E - Growing and Developing Professionally				
• Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	School Library Media Specialist makes no attempt to go beyond what is required for maintaining certification. School Library Media Specialist resists feedback on performance from either supervisors or more experienced colleagues. School Library Media Specialist makes no effort to share knowledge with others or to assume professional responsibilities.	School Library Media Specialist participates in professional activities when convenient. School Library Media Specialist accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. School Library Media Specialist contributes to the profession to a limited extent.	School Library Media Specialist seeks out opportunities for professional development to enhance professional practice. School Library Media Specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School Library Media Specialist participates actively in assisting other educators.	School Library Media Specialist seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. School Library Media Specialist seeks out feedback from both supervisors and colleagues. School Library Media Specialist initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.

4F Collection Development and Maintenance				
• Assessment • Selection Weeding	*Ineffective*	*Developing*	*Accomplished*	*Exemplary*
	School Library Media Specialist makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.	School Library Media Specialist inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	School Library Media Specialist regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	Soliciting input from members of the staff, the students and the school community the school Library Media Specialist constantly and consistently assesses, makes new purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. School Library Media Specialist advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.

EVIDENCE:

Framework for Teaching - Domain 4: Professional Responsibilities - Library Media Specialist

4G- Managing the Library Budget				
• Data driven decisions • Budget development • Record keeping	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
	School Library Media Specialist develops a budget proposal that inadequately reflects the needs of the library program. School Library Media Specialist is unfamiliar with departmental and/or district guidelines for managing the budget and often under or overspends.	School Library Media Specialist develops budget proposals necessary to maintain the library program. School Library Media Specialist follows department and/or district policies for managing the budget and maintains records.	School Library Media Specialist develops budget proposals necessary for a comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.	Using data effectively, the school Library Media Specialist develops budget proposals necessary for a progressive and comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.

4H- Managing Personnel				
• Motivating leadership • Delegating responsibility • Training • Supervision • Evaluation	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
	School Library Media Specialist provides minimal training and supervision and inconsistently uses district tools to evaluate support staff.	School Library Media Specialist provides training and supervision and uses district tools to evaluate support staff.	School Library Media Specialist effectively delegates responsibility and provides training, and the necessary supervision and support. Using district evaluation tools, School Library Media Specialist objectively evaluates support staff.	School Library Media Specialist establishes expectations that motivate and guide support staff to perform with initiative and independence. School Library Media Specialist effectively delegates responsibility and provides training and the necessary supervision and support. School Library Media Specialist uses district evaluation tools and objectively evaluates support staff.

4I- Professional ethics				
• Library Bill of Rights • Copyright law • Ethical use of information • Intellectual freedom • Privacy • Confidentiality	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
	School Library Media Specialist does not adhere to the professional ethics of librarianship.	School Library Media Specialist is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights American Library Association's Code of Ethics. (See addendums A, B and C).	School Library Media Specialist is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).	Through teaching and practice the school Library Media Specialist demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).

EVIDENCE:

Hancock County Public Schools
FORMS

Building and District Administrator's
Certified Evaluation Plan

Evaluators may use district forms or state-approved technology platform if available.

Performance Criteria And Role	Measures			
	Planning	*Environment*	*Instruction*	*Professionalism*
Teacher *KY Framework for Teaching*	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Professional *The Kentucky Frameworks for Teaching- Specialists Frameworks*	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Principal Professional Standards for Educational Leaders (PSEL)	Standard 1 Mission, Vision and Core Values Standard 9 Operations and Management Standard 10 School Improvement	Standard 3 Equity and Cultural Responsiveness Standard 7 Professional Community for Teachers and Staff	Standard 4 Curriculum, Instruction and Assessment Standard 5 Community of Care and Support for Students Standard 6 Professional Capacity of School Personnel	Standard 2 Ethics and Professional Norms Standard 8 Meaningful Engagement of Families and Community
District Certified Personnel District determined performance criteria specific to evaluatee's job category	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness

HCPS Certified Evaluation Plan for Building and District Administrators

PSEL Standards

The Professional Standards for Educational Leaders are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. Each Standard features a title and a statement that succinctly defines the work of effective educational leaders in that particular realm. A series of elements follow, which elaborate the work that is necessary to meet the Standard.

Figure 1: *Performance Standards*

1. Mission, Vision and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
2. Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being
3. Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
4. Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
5. Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
7. Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
8. Meaningful Engagement of Community and Families Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
9. Operations and Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.
10. School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Definitions of Performance Levels
The rubric provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from *ineffective to exemplary*. The use of the scale enables superintendents and evaluators to acknowledge effective performance (i.e., *exemplary* and *accomplished*) and provides two levels of feedback for principals and other district certified administrative staff not meeting expectations (i.e., *developing* and *ineffective*). The definitions in Figure 3 offer general descriptions of the performance levels. *Note:* Principals and other district administrative certified staff are expected to perform at the *accomplished* level.

Figure 3: *Definitions of Terms used in Performance Levels*

Cat.	Description	Definition
Exemplary	The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary.	Exceptional performance: • sustains high performance • empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate • serves as a role model to others
Accomplished	The principal meets the performance standard in a manner that is consistent with the school's mission and goals.	Proficient performance: • consistently meets the requirements contained in the job description • engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate • demonstrates willingness to learn and apply new skills
Developing	The principal is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the principal's performance is lacking in a particular area (i.e., needs improvement).The principal often performs less than required in the established performance standard or in a manner that is inconsistent with the school's mission and goals.	Below acceptable performance: • requires support in meeting the standards • results in less than expected quality of student academic progress • requires principal professional growth be jointly identified and planned between the principal and superintendent
Ineffective	The principal consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals.	Unacceptable performance: • does not meet the requirements contained in the job description • results in minimal student academic progress • may contribute to a recommendation for the employee not being considered for continued employment

Standard 1: Mission, Vision and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective Leaders:

a) Develop an educational mission for the school to promote the academic success and well-being of each student.

b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.

e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

g) Model and pursue the school's mission, vision, and core values in alL aspects of leadership.

Standard 2: Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective Leaders:

a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

c) Place children at the center of education and accept responsibility for each student's academic success and well-being.

d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Standard 3: Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being..

Effective Leaders*:*

a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
h) Address matters of Equity and cultural responsiveness in all aspects of leadership.

Performance Standard 4: Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective Leaders:

a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
e) Promote the effective use of technology in the service of teaching and learning.
f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

.

Performance Standard 5: Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

.

Effective Leaders:

- Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- Cultivate and reinforce student engagement in school and positive student conduct.
- Infuse the school's learning environment with the cultures and languages of the school's community.

Performance Standard 6: Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being

.

Effective Leaders:

a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

Performance Standard 7: Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective Leaders:

a.) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

b.) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

c.) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d.) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

e.) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

f.) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

g.) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

h.) Encourage faculty-initiated improvement of programs and practices.

Performance Standard 8: Meaningful Engagement of Families and Communities

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

.

Effective Leaders:

a.) Are approachable, accessible, and welcoming to families and members of the community.

b.) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

c.) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

d.) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

e.) Create means for the school community to partner with families to support student learning in and out of school.

f.) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

g.) Develop and provide the school as a resource for families and the community.

h.) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

i.) Advocate publicly for the needs and priorities of students, families, and the community.

j.) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Performance Standard 9: Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective Leaders:

a.) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

b.) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

c.) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

d.) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

e.) Protect teachers' and other staff members' work and learning from disruption.

f.) Employ technology to improve the quality and efficiency of operations and management.

g.) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

h.) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

i.) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

j.) Develop and manage productive relationships with the central office and school board.

k.) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

l.) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

Performance Standard 10: School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

.

Effective Leaders:

- a.) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b.) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c.) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d.) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e.) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f.) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g.) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h.) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services
- i.) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j.) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

District Certified Personnel Self Reflection

District Certified Personnel	
Date	

Part A: Self Reflection on the Performance Measures

Reflect on the effectiveness and adequacy of your practice in each of the performance measures. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance measure and list your strengths and areas for growth.

Performance Measure	Self-Assessment				Strengths and areas for growth
PLANNING	I	D	A	E	
1. Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high quality education and academic success and well-being of *each* student.	I	D	A	E	
7. Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.	I	D	A	E	
9. Operations and Management Effective educational leaders manage school operations and resources to promote *each* student's academic success and wellbeing.	I	D	A	E	
ENVIRONMENT	I	D	A	E	
3. Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.	I	D	A	E	
5. Community of Care/Support for Students • Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student	I	D	A	E	
8. Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.	I	D	A	E	

INSTRUCTION	I	D	A	E	
4. **Curriculum, Instruction, and Assessment** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.	I	D	A	E	
10. **School Improvement** Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.	I	D	A	E	
PROFESSIONALISM	I	D	A	E	
2. **Ethics and Professional Norms** Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.	I	D	A	E	
6. **Professional Capacity of School Personnel** Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.	I	D	A	E	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.

_____   _____

Evaluatee Signature   **Evaluator Signature**

Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: *Based on the areas of growth identified in Self-Reflection and other measures/data.*

1. Professional Growth Goal: • **What do I want to change about my practices that will effectively impact student learning?** • **How can I develop a plan of action to address my professional learning?** • **How will I know if I accomplished my objective?**	Target Standard(s) & Indicator(s):
	Goal:
Strategies/Actions:	
Resources/Support:	
Target Completion Date:	

2. Professional Growth Goal: • **What do I want to change about my practices that will effectively impact student learning?** • **How can I develop a plan of action to address my professional learning?** • **How will I know if I accomplished my objective?**	Target Standard(s) & Indicator(s):
	Goal:
Strategies/Actions:	
Resources/Support:	
Target Completion Date:	

Dates of Review or Revision: _____   _____   _____

*If the plan IS rewritten please attach a new document.

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

Hancock County Schools
School and District Site Visit/Conference Forms

Name: _____

School: _____

Observation Date: _____

Recommended Practice:

1. When conducting a site visit or preparing to provide feedback to an administrator during any phase of the Certified Evaluation Plan fo, refer to the performance indicators for each PSEL standard to find examples of behaviors that, when documented, support a degree of effectiveness for that standard. Performance indicators are possible "look fors" only and do not constitute an exhaustive list.

2. Use open ended questions to guide conversation specific to the performance standards. Use follow-up questions as needed to solicit responses that are evidence-based.

3. Request evidence beyond what has already been seen to support each performance standard as needed. Allow administrators to submit additional evidence of their effectiveness on PSEL standards as desired.

4. Provide feedback that is evidence-based, specific to the performance standards, and that will assist the administrator in professional growth and overall effectiveness.

5. Assistant Principals and District Administrators do not need a formal site visit/observation but they will have a conference with their evaluator to review progress towards standards documented on the site visit forms.

⁎Please use the following pages to collect evidence for each standard throughout the site visit.

Hancock County Administrative Site Visit/Conference Forms
Principal, Assistant Principal & District Certified Personnel

District Certified Employee	
School	
Date	

Site Visit: _____#1 (by December 15ᵗʰ)   _____#2   (by March 15ᵗʰ)

Performance Measure	To what extent do you provide leadership for and what evidence exists?			
PLANNING	Cirlce One: I	D	A	E
1. Mission, Vision, and Core Values *Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high quality education and academic success and well-being of each student.*				
7. Professional Community for Teachers and Staff *Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.*				
9. Operations and Management *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.*				
ENVIRONMENT	Circle One: I	D	A	E
3. Equity and Cultural Responsiveness *Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.*				
5. Community of Care/Support for Students *Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.*				
8. Meaningful Engagement of Families and Community *Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.*				

INSTRUCTION	Circle One:	I	D	A	E
4. Curriculum, Instruction, and Assessment *Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.*					
10. School Improvement *Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.*					
PROFESSIONALISM	Circle One:	I	D	A	E
2. Ethics and Professional Norms *Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.*					
6.Professional Capacity of School Personnel *Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.*					

_____   _____   _____
Evaluatee Signature   **Evaluator Signature**   **Conference Date**

HANCOCK COUNTY SCHOOLS
Certified Evaluation Plan Principal/Asst. Principal Mid-Year Review

On-going Reflection: Complete this section at mid-year to identify progress toward each Student Growth/Working Conditions/Professional Growth Plan.

Goal	Goal Status	Revisions/Modifications of Strategies or Action Plans
1		
2		

Evaluatee's Comments:
_____
_____
_____
_____

Evaluator's Comments:
_____
_____
_____
_____

Next Steps:
_____
_____
_____
_____

<u>This section to be signed after all information above has been completed and discussed:</u>

Evaluatee Signature: _____ Date _____

Evaluator Signature: _____ Date _____

Hancock County Schools
School and District Site Visit/Conference Forms

Name: _____

School: _____

Observation Date: _____

Recommended Practice:

1. When conducting a site visit or preparing to provide feedback to an administrator during any phase of the Certified Evaluation Plan fo, refer to the performance indicators for each PSEL standard to find examples of behaviors that, when documented, support a degree of effectiveness for that standard. Performance indicators are possible "look fors" only and do not constitute an exhaustive list.

2. Use open ended questions to guide conversation specific to the performance standards. Use follow-up questions as needed to solicit responses that are evidence-based.

3. Request evidence beyond what has already been seen to support each performance standard as needed. Allow administrators to submit additional evidence of their effectiveness on PSEL standards as desired.

4. *Provide feedback that is evidence-based, specific to the performance standards, and that will assist the administrator in professional growth and overall effectiveness.*

5. *Assistant Principals and District Administrators do not need a formal site visit/observation but they will have a conference with their evaluator to review progress towards standards documented on the site visit forms.*

∗Please use the following pages to collect evidence for each standard throughout the site visit.

Hancock County Administrative Site Visit/Conference Forms
Principal, Assistant Principal & District Certified Personnel

District Certified Employee	
School	
Date	

Site Visit: _____#1 (by December 15th)   _____#2   (by March 15th)

Performance Measure	To what extent do you provide leadership for and what evidence exists?
PLANNING	Cirlce One: I D A E
1. Mission, Vision, and Core Values *Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high quality education and academic success and well-being of each student.*	
7. Professional Community for Teachers and Staff *Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.*	
9. Operations and Management *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.*	
ENVIRONMENT	Circle One: I D A E
3. Equity and Cultural Responsiveness *Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.*	
5. Community of Care/Support for Students *Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.*	
8. Meaningful Engagement of Families and Community *Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.*	

Principal, Assistant Principal & District Certified Personnel

INSTRUCTION	I	D	A	E
4. Curriculum, Instruction, and Assessment *Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.*				
10. School Improvement *Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.*				
PROFESSIONALISM	I	D	A	E
2. Ethics and Professional Norms *Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.*				
6.Professional Capacity of School Personnel *Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.*				

_____   _____   _____

Evaluatee Signature   **Evaluator Signature**   **Conference Date**

HANCOCK COUNTY SCHOOLS
PRINCIPAL/ASSISTANT PRINCIPAL SUMMATIVE FORM

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed and other documentation.

Evaluatee_____   Position_____   Work Site: _____
Evaluator_____   Position_____   Date:_____

Site Visit Date(s): 1st _____   2nd _____   Post-Observation Conference Dates: 1st _____   2nd _____

Principal Performance Measures & Corresponding PSEL Standards	Overall Ratings			
	Ineffective	**Developing**	**Accomplished**	**Exemplary**
Planning PSEL Standards *6. Professional Capacity of School Personnel* *9. Operations and Management*				
Environment PSEL Standards *3. Equity & Cultural Responsiveness* *5. Community of Care and Support for Students* *7. Professional Community for Teachers and Staff* *8. Meaningful Engagement of Families and Community*				
Instruction PSEL Standards *1. Mission, Vision, Values* *4. Curriculum, Instruction & Design* *10. School Improvement*				
Professionalism Performance Standards *2. Ethics and Professional Norms*				
Summative Rating using the chart below:	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**

*Any rating in the "Ineffective" column requires the development of a Corrective Action Plan..

Performance Measure Criteria for a Summative Rating

Performance Measure Criteria for Summative Rating	
If….	**Then…..**
Environment AND Instruction are both ineffective	The Summative Rating is Ineffective
Environment OR Instruction is rated ineffective	The Summative Rating is developing or ineffective
If Planning OR Professionalism is rated ineffective	The Summative Rating shall not be exemplary.
If two Performance Measures are rated developing AND two are rated accomplished	The Summative Rating shall be accomplished only if Environment or Instruction is rated accomplished
If two Performance Measures are rated developing AND two are rated exemplary	The Summative Rating shall be accomplished only if Environment or Instruction is rated exemplary
If two Performance Measures are rated accomplished AND two are rated exemplary	The Summative Rating shall be exemplary only if Environment or Instruction is rated exemplary

The Professional Growth Plan reflects a need to acquire further knowledge/skills in the Performance Measure(s) checked:

Planning_____   Environment_____   Instruction _____   Professionalism_____

Professional Growth Plan (circle one):   Review   Revised   Rewritten

Evaluatee's Comments:

_____
_____

_____

Evaluator's Comments:

_____
_____

_____

This section to be completed and signed after all information above has been completed and discussed:

Evaluatee: ___ Agrees with this summative evaluation

            ___ Disagrees with this summative evaluation   _____   _____

                                                    Signature   Date

Evaluator: _____   _____

                                                    Signature   Date

Any certified employee may, within 5 working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the Hancock County Schools District Performance Assessment and Improvement Plan.

Evaluation Response
Corrective Action Plan
Performance Assessment Appeal
Forms

For all Certified Employees

HANCOCK COUNTY SCHOOLS
EVALUATION RESPONSE FORM

According to 704 KAR 3:345 Section 4: "The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record."

Instructions: Any certified staff member may elect to complete a written response to any formal or summative evaluation form. The response shall be attached to the original evaluation form. Please use this form, or the form format, if the evaluatee elects to complete a written response.

Name of Evaluatee: _____

School: _____   **Date:** _____

Evaluatee's Comments/Rebuttal:
_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Evaluatee's Signature: _____   **Date:** _____

Evaluator's Signature: _____   **Date:** _____

- Use back side of this form for additional comments -

Instructions for Completing
The Individual Corrective Action Plan

This **Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to "ineffective" on any one Domain or more from the Summative Evaluation.** Evaluators may use professional judgement when implementing the formal Corrective Action Plan if ineffective is received on 2-3 indicators on the Formative evaluation. A Corrective Action Plan is required if any domain is marked ineffective on the Summative evaluation. Non-tenured teachers receiving overall ratings of ineffective in any domain cannot be recommended for continued employment.

The evaluator and evaluatee must identify performance improvement goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. **Performance Measure:**
   Identify the specific domain(s) from the *Summative Evaluation Form* that has an "ineffective" rating assigned.

2. **Present Professional Development Stage**
   (Select the stage of professional development that best reflects the evaluatee's level.)

   O = Orientation/Awareness
   A = Preparation/Application
   I = Implementation/Management
   R = Refinement/Impact

3. **Growth/Objective(s) Goals**
   Growth objectives and goals must address the specific domain(s) rated as "ineffective" on the Summative Evaluation document, or goals based on areas identified as needs for immediate change. The evaluatee and the evaluator work closely to correct the identified weakness(es)

4. **Procedures and Activities for Achieving Goal(s) and Objective(s)**
   Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

5. **Evaluation Method and Target Dates**
   List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.

6. **Documentation of all reviews, corrective actions, and evaluator's assistance must be provided periodically (as they occur) to the evaluate**
   (Evaluators must follow the local district professional development growth and evaluation plan processes, and procedures for implementing an Individual Performance Improvement Plan.)

7. **Establish Timeframe for review, progress monitoring, determination of level plan success and exit date**

HANCOCK COUNTY SCHOOLS
CORRECTIVE ACTION PLAN FORM

The Individual Corrective Action Plan is developed when an evaluatee receives an "Ineffective" rating(s) on the Summative Evaluation OR when an immediate change is required in behavior.

INDIVIDUAL CORRECTIVE ACTION PLAN
For

_____

Date _____ **Work Site** _____ **School Year**_____

Domain No.	*Present *PG* Stage:	Growth Objective/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Evaluation Method and Target Dates
			(attach more pages if necessary)	

Evaluatee's Comments:

Evaluator's Comments:

Timeframe (Please describe time intervals/dates that the plan will be reviewed, progress monitored, determine level of success with the final meeting scheduled after approximately 12 months to determine need for continuation.):

Individual Corrective Action Plan Developed:	STATUS: Achieved ____ Revised ____ Continued ____
_____ _____ (Evaluatee's Signature) (Date)	_____ _____ (Evaluatee's Signature) (Date)
_____ _____ (Evaluator's Signature) (Date)	_____ _____ (Evaluator's Signature) (Date)

*Professional Growth Plan Stages:
O=Orientation/Awareness   P=Preparation/Application
I=Implementation/Management   R=Refinement/Impact

CORRECTIVE ACTION PLAN RECORD

Management Record	DATES	DATES	DATES	DATES
Observation				
Professional Growth Plan Developed				
Request for Assistance Team				
Assistance Team Selected				
Evaluator/Supervisor/Colleague Meeting to explain assistance				
1st Meeting of Assistance Team *Members in attendance initial here*				
2nd Meeting of Assistance Team *Members in attendance initial here:*				
3rd Meeting of Assistance Team *Members in attendance initial here:*				
4th Meeting of Assistance Team *Members in attendance initial here:*				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Signatures:

Employee/Date: _____

Evaluator/Date: _____

Assistance Team Members: _____   _____

_____   _____

*

Appeals Process

According to 156.557 Section 9,

Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

Appeals/Hearings

All certified employees shall have the right to appeal a summative evaluation to the Local Evaluation Appeals Panel ("LEAP").

Process

12. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the chairperson of the evaluation appeal panel within five (5) working days of receipt of the evaluation.
13. An appeal must be submitted to the chairperson on an appeals request form to the Superintendent.
14. The Superintendent will select a chairperson for the LEAP.
15. No member of the panel shall serve on any appeal in which he/she was the evaluator
16. No panel member shall serve on any appeal brought by the member's immediate family.
17. The LEAP shall send written notification to all parties regarding the appeal procedure, including all applicable submission deadlines.
18. The LEAP shall advise in writing the evaluate and the evaluator to submit a copy of all documentation that concerns the summative evaluation.
19. If a hearing is requested, the LEAP shall advise in writing the evaluatee and the evaluator to submit lists of persons who may be called as witnesses at a hearing.
20. If a hearing is requested all documentation including a list of witnesses must be submitted to the LEAP Chairperson no later than 5 working days prior to the scheduled hearing. Copies of all documentation

including a list of witnesses must also be made available to all parties to the appeal no later than 5 working days prior to any scheduled hearing.
21. The panel shall make a recommendation to the Superintendent of Schools within fifteen (15) working days from the date of filing the appeal.
22. A certified employee may appeal procedural matters to the State Board of Education after the local appeal process has been completed.

Powers and Conditions
8. The burden of proof rests with the employee appealing to the panel.
9. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records which support the summative evaluation.
10. The panel shall have the power to review all documents presented to it.
11. The panel shall the authority to interview both the appealing employee and the evaluator at the hearing.
12. Responsibility/Purpose - The Appeals Panel shall review any and all appeals to verify that the evaluation plan has been followed as prescribed. The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of the evaluation.
13. After sufficiently reviewing all evidence, the panel shall issue one of the following three recommendations to the superintendent.
    d. Uphold the original summative evaluation
    e. Remove the whole evaluation and any part of the summative evaluation
    f. Order a second evaluation conducted by a trained evaluator employed by the district.

(The superintendent or designee will render a decision based on the recommendation of the appeals panel within three (3) working days and notify the evaluatee.)
14. The results of actions taken by the Superintendent or designee upon the recommendation of the panel will be placed in the employee's personnel file.

Membership and Election Procedures for "LEAP" Local Evaluation Appeals Committee
One member is to be appointed by the board that is a certified employee of the board. The certified employees of the district shall elect two members and one alternate to serve on the Evaluation Appeal Committee. Elections will be held by October 1 of each election year.
m. Each school faculty will nominate one certified employee willing to serve as a committee member.
n. The term for each LEAP, is three years.
o. Ballots listing the candidates shall be prepared and distributed to all certified staff members.
p. Ballots shall be collected and forwarded from each school to the Central Office where they shall be kept on file for two years.
q. The Superintendent and a KEA Representative shall total the votes and keep tally sheets on file for two years.
r. Each election year, the two candidates with the largest number of votes are named as members of the appeals committee.
s. The candidate receiving the second largest vote shall be named alternate.
t. The Superintendent chooses a Chairperson for the LEAP.
u. In years where there is no election, the alternate from the previous year continues to serve as the alternate.
v. Members will serve 3-year terms. Fall 2014-Spring 2017, Fall 2017-Spring 2020, Fall 2020-Spring 2023, Fall 2023-Spring 2026, and so on. Voting will occur on or before October 1 of the election year.
w. In the event a member or alternate is unable to serve, the next highest eligible vote getter from the last election will serve.

x. Alternate will serve on the LEAP under the following conditions: A member of the LEAP wishes to make an appeal; Illness or circumstances beyond a member's control prevents attendance; a relative of a panel member is appealing; or a member has been prejudiced in the appeal being considered.

Appeal Without A Hearing

6. If a hearing is not requested by the certified personnel on the Certified Evaluation Appeals Form, the LEAP will decide the matter based on written documents submitted by the evaluatee and evaluator.
7. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.
8. Based on the issues identified in the certified personnel's appeal documentation the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:
    - Rule in favor of the appellant, either in whole or in part;
    - Uphold the evaluation; or
    - Call for a second evaluation by a trained evaluator.
9. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.
10. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within forty-five (45) working days from receipt of appeal by the Superintendent. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

The Appeal Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

Appeals Panel Hearing Procedures

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel.

The purpose of the Appeals Panel is to provide a timely review of the evaluation of any certified employee who thinks he/she has not been fairly evaluated. The chairperson of the panel shall be the person appointed to the committee by the Board. The Appeals panel may require written statements or other documentation by either or both parties to be submitted prior to the proceeding. Documentation shall be provided to all parties and the panel in advance of the hearing. The evaluator and the evaluatee shall have an opportunity to adequately review in advance all documents that are to be presented to the evaluation appeals panel hearing. The evaluatee shall be given the opportunity to decide whether the hearing will be open or closed. A closed hearing will include the panel, evaluatee, evaluator, and their chosen representatives.

Upon submission of an appeal, a hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses, and any other information pertinent to the appeal. The chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. A chosen representative may attend the hearing to represent the evaluator and/or evaluatee. The representative may address the panel on their client's behalf, but shall not be given the opportunity to question witnesses. The panel will have the right to question both the evaluatee and

the evaluator. The evaluatee and evaluator will leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days of the filing of the appeal.

The panel's recommendations must include one of the following:

> A. Uphold the original evaluation
> B. Remove the whole evaluation or any part of the summative evaluation.
> C. Order a second evaluation conducted by a trained evaluator employed by the district.

The Superintendent or designee will render a decision based upon the recommendation of the appeals panel within three (3) working days and notify the evaluatee.

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the State Evaluation Appeals Panel.

HANCOCK COUNTY SCHOOLS
PERFORMANCE ASSESSMENT APPEAL FORM

INSTRUCTIONS: This form is to be used by a certified employee who wishes to appeal their current summative evaluation. If you feel that you were not fairly evaluated you may submit an appeal to the Certified Staff Performance Assessment Appeal Panel by completing this form and present it to the Chairperson of the panel within five (5) working days of the receipt of your summative performance assessment evaluation.

Employee's Name: _____   **School**: _____

1. State specifically the performance criteria ratings on the summative evaluation with which you disagree.
   _____
   _____
   _____
   _____

2. Give specific evidence/reasons to support your objections.
   _____
   _____
   _____
   _____

2. At your discretion, share any other information pertinent to this evaluation.
   _____
   _____
   _____
   _____

- Use attachment or back of this page for additional Comments -

Date summative evaluation was received by you:

Name of Primary Evaluator _____

I hereby give my consent for my personal performance assessment records to be presented to the members of the Performance Assessment Appeal Panel for their study and review. I will appear before the Panel if requested.

_____   _____
Employee's Signature   Date

_____   _____
Appeals Panel Chairperson   Date

Copy to: Immediate Supervisor

NOTE: A certified employee has a right to a hearing in every appeal, and the opportunity to adequately review all documents that are to be presented to the appeals panel, and the right to presence of employee's chosen representative at the hearing.

DESIGNATED CONTACT PERSON

Mr. Kyle Estes
Superintendent
Hancock County Board of Education
83 State Route 3543
Hawesville, KY 42348

(270) 927-6914

PERSONNEL
    - Certified Personnel –

Job Description

Title:	Assistant Superintendent for Curriculum and Instruction

Qualifications:

1. Kentucky State Certification for School Superintendent / Supervisor of Instruction

2. Proven ability to communicate effectively with students, staff, and the public.
   Other qualifications as set by the Superintendent and the Board of Education.

3. Must meet the requirement for criminal record check as specified by Kentucky State Law and the health requirement as specified in District personnel policy

Reports To:	Superintendent
Job Summary:	He/she shall serve as an assistant superintendent and represent the Superintendent on matters pertinent to district personnel, curriculum, instruction, assessment, teaching, planning and public relations.

Performance Responsibilities:

1. Assist the Superintendent in the development of personnel policies, curriculum policies, instruction policies, assessment policies, and public relations policies.

2. Prepare required reports for personnel, curriculum, instruction, technology and assessment.

3. Coordinate the personnel program.

4. Supervise district meeting class size and certification requirements.

5. Assist the Superintendent in preparing for board and administrative meetings.

6. Conduct orientation sessions for certified personnel.

7. Coordinate the public relations program and interprets school programs to the community.

8. Assist in creating a smooth transition between pre-school, elementary, middle and high schools.

9. Coordinate the evaluation program.

- Certified Personnel –

<u>**Job Description**</u> **(Continued)**

**Performance
Responsibilities
(Continued)**

10. Coordinate KTIP program

11. Coordinate Consolidated Planning in the district and schools.

12. Coordinate the textbook program

13. Coordinate professional development for all certified and some classified personnel

14. Coordinate the development of the curriculum grades P-Adults

15. Coordinate the Assessment Program

16. Coordinate the Pre-School program

17. Coordinate the FRYSC Program

18. Coordinate the Adult Education Program

19. Coordinate the Community Education Program

20. Coordinate the Technology Educational Software and Teacher Training Program

21. Coordinate the School and District Report Card Program

22. Coordinate the Vocational Program

23. Perform any other duties assigned by the Superintendent

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education.

_____   _____
Employee Signature   Date   Personnel Representative

Job Description

Title	Director of Student Services

Qualifications

1. Holds a valid Kentucky Professional certificate for Director of Pupil Personnel (DPP)

2. Has at least five years of successful teaching and/or administrative experience

3. Has demonstrated ability to work effectively with students and adults

4. Meets or is working toward meeting the state or national standards on the evaluation plan for this position

5. Other qualifications as set by the Superintended and the Board of Education

Reports to   Superintendent

Job Goal   To assure that every student enrolled in the school district is able to take full advantage of his/her educational opportunities by providing attendance and transportation

Performance Responsibilities

1. Enforces the compulsory Attendance Laws of the Commonwealth of Kentucky

2. Maintains an accurate census of all children between the ages of five and eighteen living within the school district

3. Enforces the attendance rules and regulations of the Board

4. Compiles and maintains attendance and transportation records as mandated by the Commonwealth of Kentucky and the Board

5. Establishes necessary procedures for referral and cooperative planning with other "service to children" agencies, both local and state

6. Researches and makes studies of new practices and techniques for improving the performance and services rendered by the Division of Pupil Attendance

7. Attends Board meetings and prepares such reports for the Board as the Superintendent may require

8. Coordinates "At Risk" Program for potential drop-outs while working closely with the Guidance Counselor in the identification and counseling of potential drop-outs and identifying problems originating from broken homes, neglectful parents, economic conditions in low income families, mental illness of parent and/or child that affects attendance in school.

9. Serves as a member of the Management Team

PERSONNEL

Job Description

Performance Responsibilities

10. Maintains a professional awareness of current literature related to assignment, including working knowledge of state and federal law, Board policy and administrative regulations.

11. Responsible for the state computer attendance program and all procedures and reporting associated with it.

12. Coordinates Title/Federal programs: Title I, IV (Safe & Drug Free Schools), V, IX (Prohibition of sex discrimination in the school system), English as a Second Language (ESL), and Extended School Services (ESS)

13. Serves as health coordinator, which includes directing the annual program of health examinations and immunizations for all students in the district and maintaining certified first-aid and CPR trained personnel in each school

14. Sees that all schools maintain Emergency Procedure cards on students

15. Insures that the district conforms with all state laws and regulations regarding school transportation

16. Maintains safety standards in conformance with state and insurance regulations and works with the schools in developing a program of preventative safety

17. Recruits, trains, and supervises all transportation and maintenance personnel, and recommendations to the superintendent on their employment, transfer, promotion and/or release

18. Recruits and trains all custodial personnel

19. Coordinates all transportation and maintenance bids for services and equipment

20. Advises the Superintendent on road hazards and decision on school closing during inclement weather

21. Cooperates with school Principals and others responsible for planning special school trips

22. Develops and administers a transportation program to meet all the requirements of the daily instructional program and extracurricular activities

23. Prepares bus routes and keeps updated data for all routes including names of children, maps, roads traveled, bus stops, etc.

24. Responsible for maintaining all District-owned vehicles and develops a preventative maintenance program for the equipment

25. Develops recommendations for future transportation, vehicles, equipment and personnel needs

<u>Job Description</u>

**Performance
Responsibilities**
(continued)

26. Responsible for overseeing the district Workman's Compensation program and provide training required for employee safety on the job, such as blood- borne pathogen, hazardous materials and equipment training, etc.

27. Performs other duties consistent with the position assigned as may be requested by the Superintendent

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education:

_____   _____
Employee Signature   Date   Personnel Representative

Updated March 2009

PERSONNEL

Job Description

Title	Elementary Principal

Qualifications

1. Holds a master's degree and completion of one year advanced graduate work beyond the master's degree in school administration.

2. Holds valid Kentucky certification for the elementary principalship.

3. Has had at least three years of successful teaching (elementary level preferred).

4. Has had experience in elementary school administration (preferred but not required).

5. Has the ability to develop a budget, exercise budgetary control, monitor the budget and maintain all necessary records.

6. Has demonstrated the ability to work and communicate effectively with students, faculty, parents, and community.

7. Has demonstrated educational leadership ability

8. Meets or is working toward meeting the state or national standards on the evaluation plan for this position

Reports to   Superintendent

Job Goal   To use leadership, supervisory, and administrative skills to promote the educational development of each student.

Performance Responsibilities

1. Directs and coordinates educational, administrative, and counseling activities, and promotes the educational development of all students.

2. Establishes and maintains an effective learning climate in the school.

3. Responsible for coordinating the curriculum and development for the school in cooperation with the Instructional Supervisor

4. Leads in the development, determination of appropriateness, and monitoring of the instructional program in cooperation with the Instructional Supervisor.

5. Orients newly assigned staff members and assists in their continued development.

6. Evaluates staff in accordance with the District's policies and procedures.

7. Supports the school's Gifted and Talented Program, in cooperation with the program leader.

8. Supervises the Guidance Program.

9. Supervises the performance of substitute teachers.

— Certified Personnel—

Performance Responsibilities (Continued)

10. Coordinates the school effectiveness program including lesson plan monitoring and classroom observations of the teaching process.

11. Responsible for the planning, implementation and evaluation of the school-based in-service training program.

12. Responsible for the development and administration of the annual school-based budget.

13. Responsible for submitting the school's budgetary requests to the Superintendent.

14. Responsible for the scheduling of the school lunch program

15. Responsible for the coordination of the school extra-curriculum program.

16. Promotes a strong Parent Teacher Association that will serve as liaison between school and community.

17. Serves as a member of the Internship Committee.

18. Serves as a member of the Management Team.

19. Responsible for maintaining high standards of student conduct and enforcing discipline as set forth in the student code of conduct.

20. Responsible for remaining current in educational developments including: curriculum, personnel, state and federal law, State Board Policy and Administrative Regulations and local Board policy and administrative procedures.

21. Responsible for the maintenance and confidentiality of all student records within his/her school.

22. Serves as chairman of SBARC for special education program.

23. Performs other duties consistent with the position assigned as may be requested by the Superintendent.

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education.

_____   _____

Employee Signature   Date   Personnel Representative

PERSONNEL

Job Description

Title

Middle School Principal

Qualifications

1. Holds a master's degree and completion of one year of advanced graduate work beyond the master's degree in school administration

2. Holds valid Kentucky certification for the middle school principalship.

3. Has had at least three years of successful teaching experience (middle school preferred)

4. Has had experience in middle school administration (preferred but not required).

5. Has the ability to develop a budget, exercise budgetary control, monitor the budget and maintain all necessary records

6. Has demonstrated ability to work and communicate effectively with students, faculty, parents and community

7. Has demonstrated educational leadership ability.

8. Meets or is working toward meeting the state or national standards on the evaluation plan for this position

Responsible to

Superintendent

Job Goal

To use leadership, supervisory, and administrative skills so as to promote the educational development of each student.

Performance Responsibilities

1. Directs and coordinates educational, administrative, and counseling activities; and promotes the educational development of all students.

2. Establishes and maintains an effective learning climate in the school.

3. Responsible for coordinating the curriculum and development for the school in cooperation with the Instructional Supervisor including development, revisions, and evaluation of the curriculum

4. Leads in the development, determination of appropriateness, and monitoring of the instructional program in cooperation with the Instructional Supervisor.

5. Orients newly assigned staff members and assists in their development, as appropriate.

6. Supervises and evaluates all professional, paraprofessional, administrative, classified and certified personnel attached to the school in conjunction with the Assistant Principal

7. Provides leadership for the school in regard to community input and parental participation.

PERSONNEL

-- Certified Personnel —

Job Description (Continued)

Performance Responsibilities (Continued)

8. Supervises the guidance program.

9. Supervises the performance of substitute teachers

10. Responsible for the scheduling of classes within established guides to meet student needs.

11. Attends special events held to recognize student achievement, and attends school sponsored activities, functions, and athletic events.

12. Responsible for the coordination, supervision and evaluation of the school's extra-curricular programs with appropriate personnel.

13. Assists in the recruiting, selecting, training, and assigning of the school's staff.

14. Supervises the school's teaching process.

15. Responsible for developing the master teaching schedule and any special assignments.

16. Conducts meetings of the staff as necessary for the effective functioning of the school.

17. Assists in the in-service, orientation, and training of teachers, with special responsibility for staff administrative procedures and instructions.

18. Responsible for the supervision of the daily use of the school facilities for both academic and nonacademic purposes.

19. Supervises all activities and programs that are outgrowths of the school's curriculum.

20. Serves as an ex-officio member of all committees and councils within the school; and as a member of committees as directed by the Superintendent.

21. Serves as a member of the Internship Committee.

22. Serves as a member of the Management Team.

23. Establishes and maintains a positive relationship with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs; to interpret Board policies and administrative directives; and to discuss and resolve individual student problems.

— Certified Personnel —

Job Description (Continued)

**Performance
Responsibilities
(Continued)**   Other duties primarily administrative as follows:

1. Keep the Superintendent informed of the school's activities and problems through proper channels.

2. Responsible for the coordination of the school custodial and maintenance program, including assignments and evaluation of school custodial staff

3. Develops and administers the annual budget request for the school.

4. Works with various members of the central office staff on school problems of more than in-school import, such as transportation, special services, maintenance, and the like.

5. Interprets and enforces district policies and administrative regulations.

6. Maintains active relationships with students and parents; and makes arrangements for special conferences between parents and teachers.

7. Maintains high standards of student conduct and enforces discipline as necessary, according to due process of student rights.

8. Supervises the maintenance and control of the various local funds generated by student activities.

9. Supervises the maintenance of accurate records in the process and attendance of students.

10. Responsible for the maintenance and confidentiality of all student records within his/her school.

11. Responsible for the attendance, conduct, and maintenance of the health of students in cooperation with assigned personnel

12. Recommends, according to established procedures, the removal of a teacher whose work is unsatisfactory.

13. Responsible for the safety and administration of the school plant.

14. Plans and supervises fire drills and an emergency preparedness program.

15. Provides for the maintenance of up-to-date inventories of property under his/her jurisdiction and for the security and accountability for that property.

— Certified. Personnel —

Job Description (Continued)

**Performance
Responsibilities
(Continued)**

16. Participates in Principal's meetings, and other such meetings as are required or appropriate.

17. Responds to written and oral requests for information, and assumes responsibility for all official school correspondence and news releases.

18. Serves as chairman of SBARC for special education program.

19. Delegates authority to Administration and/or Board designated personnel to assume responsibility for the school in the absence of the principal.

20. Performs other assignments consistent with the position assigned by the Superintendent.

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education.

_____   _____
Employee Signature   Date   Personnel Representative

Updated March 2009

PERSONNEL

-- Certified Personnel —

Job Description

Title High School Principal

Qualifications

1. Holds a master's degree and completion of one year of advanced graduate work beyond the master's degree in school administration.

2. Holds a valid Kentucky certification in secondary principalship.

3. Has had at least three years of successful teaching experience (high school level preferred)

4. Has had experience in high school administration (preferred but not required)

5. Has the ability to develop a budget, exercise budgetary control, monitor the budget and maintain all necessary records.

6. Has demonstrated ability to work and communicate effectively with students, faculty, parents and community.

7. Has demonstrated educational leadership ability.

8. Meets or is working toward meeting the state or national standards on the evaluation plan for this position

Reports to Superintendent

Job Goal To use leadership, supervisory and administrative skills so as to promote the educational development of each student.

Performance Responsibilities To spend a minimum of fifty percent of the time in the supervision of instruction as follows:

1. Directs and coordinates educational, administrative, and counseling activities and promotes the educational development of the students.

2. Establishes and maintains an effective learning climate in the school.

3. Responsible for the coordination of curriculum and development activities of the school in cooperation with the Instructional Supervisor including development, revisions, and evaluation of the curriculum.

4. Leads in the development, determination of appropriateness, and monitoring of the instructional program

5. Orients newly assigned staff members and assists in their development, as appropriate

6. Supervises and evaluates all professional, paraprofessional administrative, classified and certified staff in conjunction with the Assistant Principal.

**Performance
Responsibilities
(Continued)**

7. Provides leadership for the school in regard to community input and parental participation.

8. Supervises the guidance program.

9. Supervises the performance of substitute teachers.

10. Is responsible for the scheduling of classes within established guides to meet student needs.

11. Attends special events held to recognize student achievement, and attends school-sponsored activities, functions, and athletic events in conjunction with other administrative staff

12. Responsible for the coordination and evaluation of the school's extra-curricular program with appropriate personnel.

13. Assists in the recruiting, screening, training, and assigning of the school's staff.

14. Is responsible for the master teaching schedule and any special assignments.

15. Conducts meetings of the staff as necessary for the proper functioning of the school.

16. Responsible for the in-service, orientation, and training of teachers, with special responsibility for staff administrative procedures and instructions.

17. Responsible for the supervision of the daily use of the school facilities for both academic and nonacademic purposes.

18. Responsible for the supervision of all activities and programs that are outgrowths of the school's curriculum.

19. Serves as an ex-officio member of all committees and councils within the school; and as a member of such committees and attends such meetings as directed by the Superintendent

20. Serves as a member of the Internship Committee.

21. Serves as a member of the Management Team.

22. Establishes and maintains favorable relationships with local community groups and individuals to: foster understanding and solicit support for overall school objectives and programs; to interpret board policies and administrative directives; to discuss and resolve individual student problems

PERSONNEL

-- Certified Personnel —

Job Description (Continued)

**Performance
Responsibilities
(Continued)**

Other duties primari1y administrative as follows:

1. Keeps the Superintendent informed of the school's activities and problems through proper channels.

2. Develops and administers the annual budget request for the school.

3. Works with various members of the central office staff on school problems of more than in-school import, such as transportation, special services, maintenance, and the like.

4. Interprets and enforces District policies and administrative procedures.

5. Maintains active relationship with students and parents; and makes arrangements for special conferences between parents and teachers.

6. Maintains high standards of student conduct and enforces discipline as necessary, according to due process of student rights.

7. Monitors and controls the various local funds generated by student activities.

8. Responsible for the maintenance of accurate records in the progress and attendance of students.

9. Responsible for the maintenance and confidentiality of all student records within his/her school.

10. Responsible for the attendance, conduct, and maintenance of health of students in cooperation with assigned personnel.

11. Recommends, according to established procedures, the removal of a teacher whose work is unsatisfactory.

12. Responsible for the safety and administration of the school plant.

13. Responsible for the planning and supervision of fire drills and an emergency preparedness program.

14. Provides for the maintenance of up-to-date inventories of property under his/her jurisdiction and for the security and accountability of that property.

-- Certified Personnel —

Job Description (Continued)

Performance
Responsibilities
(Continued)

15. Participates in Principal's meetings, and such other meetings as are required or appropriate.

16. Responds to written and oral requests for information, and assumes responsibility for all official school correspondence and news releases

17. Serves as chairman of SBARC for special education program.

18. Delegates authority to Administration and/or Board designated personnel to assume responsibility for the school in the absence of the Principal.

19. Performs other assignments consistent with the position assigned by the Superintendent

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education.

_____   _____
Employee Signature   Date   Personnel Representative

Updated March 2009

PERSONNEL

-- Certified Personnel —

<div align="center">

Job Description

</div>

Title	Assistant Principal

Qualifications

1. Holds a valid Kentucky certificate for Principal.

2. Has at least three years of successful teaching experience.

3. Has demonstrated ability as an instructional leader, a teacher or an administrator.

4. Has demonstrated ability in the areas of school discipline and instruction

5. Has demonstrated ability to communicate effectively with students, faculty, parents, and community.

6. Meets or is working toward meeting the state or national standards on the evaluation plan for this position

Reports to   Principal

Job Goal   To assist the Principal in any way possible in promoting the educational well-being of each student in the school.

Performance Responsibilities

1. Assists the Principal in implementing and monitoring the instructional program.

2. Assists the Principal in developing and maintaining a strong parent-teacher association.

3. Coordinates the school's discipline program.

4. Assists Principal, Guidance Counselor, and Secretary when needed for minor attendance issues.

5. Assists Principal in coordinating school-based transportation, maintenance, custodial and other support services.

6. Responsible for the school safety program.

7. Assists Principal, Media Director and Bookkeeper in coordinating the equipment, inventory and purchases.

8. Assists the Principal in all other operations of the school.

9. Maintains a professional awareness of current literature related to assignment, including working knowledge of state and federal law, state Board policy and administrative regulations and local Board policy and administrative procedures.

10. Evaluates classified and certified staff as designated by Principal.

11. Serves as Principal in the Principal's absence.

— Certified Personnel —

Job Description (Continued)

**Performance
Responsibilities**
(Continued)

12. Promotes asset building.

13. Works with teachers and students to formulate school-based behavior intervention plans for at-risk students.

14. Coordinates the school-based mentoring program

15. Assists Principal in chairing ARC's.

16. Performs other duties consistent with the position assigned as may be requested by the Principal.

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education.

_____   _____
Employee Signature   Date   Personnel Representative

Updated March 2009

-- Certified Personnel —

Job Description

Title	Exceptional Children Coordinator

Qualifications

1. Holds a valid Kentucky certificate for Director of Special Education

2. Has at least five years successful teaching experience. (Three in special education.)

3. Is thoroughly knowledgeable of Federal and State Special Ed regulations

4. Has demonstrated an ability to communicate and work effectively with students, parents, faculty and community

5. Meets or is working toward meeting the state or national standards on the evaluation plan for this position

Reports to   Superintendent

Performance Responsibilities

1. Contributes to the development of the total school philosophy of education.

2. Recommends policies, procedures and programs essential to the needs of exceptional children.

3. Keeps informed of all legal requirements governing special education.

4. Provides leadership in establishing new programs and developing improved understanding of existing program.

5. Develops and initiates survey programs for continuous identification of exceptional children.

6. Coordinates special education classroom programs

7. Monitors existing programs as an on-going responsibility, and recommends changes and additions as needed.

8. Establishes and supervises procedures for assessment placement, evaluation, assignment, and re-appraisal of students with regard to the special education services program.

9. Develops procedures for referral, securing medical reports, psychological examination, and placement.

10. Assists in recruitment and selection for hiring special education personnel.

11. Responsible for compiling, maintaining, and filing all district reports, records, and other documents legally required or administratively useful.

-- Certified Personnel —

<u>**Job Description**</u> **(Continued)**

**Performance
Responsibilities
(Continued)**

12. Assists the teacher in developing and maintaining complete and cumulative individual records of all children receiving special services or enrolled in special classes.

13. Arranges for transportation of all children placed in special classes.

14. Develops budget recommendations and provides expenditure control on established budgets for special education.

15. Keeps informed of the status of state financial aid for special education.

16. Interprets the objectives and programs of the special education services to the Board, the administration, the staff, and the public at large.

17. Establishes procedures for requisitioning, ordering, and paying for special education equipment and supplies.

18. Evaluates on an on-going basis, the total special education program, curriculum, procedures, and individual students' needs and achievements and recommends changes as needed.

19. Consults with parents of students enrolled in the program.

20. Participates in the development of IEP's for special education students in the various schools.

21. Assumes responsibility for own professional growth and development, for keeping current with the literature, new research findings, and improved techniques, and for attending appropriate professional meetings and conventions.

22. Coordinates child tracking program.

23. Administers an effective communication system between the director and all teachers.

24. Serves as Child Find/Special Child Project Coordinator.

25. Perform other duties consistent with the position assigned as may be requested by the Superintendent.

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education.

_____   _____
Employee Signature   Date   Personnel Representative

UPDATED MARCH 2009

— **Certified Personnel** —

<u>Job Description</u>

Title   School Psychologist

Qualifications   1. Holds a valid standard certificate for school psychologist from the Kentucky Department of Education.

2. Is thoroughly knowledgeable of Federal and State School Psychologist regulations

3. Is capable of providing consultation and assistance to teachers, parents and administrators as needed.

4. Has training and experience in test administration and interpretation.

5. Meets or is working toward meeting the state or national standards on the evaluation plan for this position

Reports to   Supervisor of Instruction
Superintendent

Performance
Responsibilities   1. Contributes to the development of the total school philosophy of education.

2. Recommends policies, procedures and programs essential to the needs of all students.

3. Keeps informed of all legal requirements governing special education.

4. Participates with faculty regarding instruction and curriculum development as needed.

5. Assists in preventing educational and behavioral problems through early identification of exceptional children and providing consultation to staff members.

6. Identifies needs of children through consultation, observation and other psychological assessments.

7. Analyzes, integrates and reports psychological and educational information about child behavior and conditions related to learning.

8. Provides consultation with teachers and other staff members in planning, implementing and evaluating school programs and interventions to meet the identified psychological and educational needs of individuals and groups of children.

-- Certified Personnel —

Job Description (Continued)

Performance Responsibilities

9. Plans and manages a program of psychological services including:
   a. pre-referral, referral and assessment services;
   b. early identification services;
   c. intervention and counseling for children;
   d. parent counseling and training; and
   e. program evaluation and applied educational research.

10. Participates in the development of IEP's for special education students in various schools and serves in admission and release committees for special education placement.

11. Responsible for making referrals to school supportive services and community agencies as appropriate.

12. Assumes responsibility for own professional growth and development; for keeping current with the literature, new research findings, and improved techniques, and for attending appropriate professional meetings and conventions.

13. Performs other duties consistent with the position assigned as may be requested by the Superintendent

I hereby certify that I have read and fully understand the job description above as presented to me by the Hancock County Board of Education.

_____ _____
Employee Signature   Date   Personnel Representative

Updated March 2009