The Fairbanks North Star Borough School District recognizes that a professional, competent staff dedicated to education is the cornerstone of an excellent school system. The district will seek to employ and develop the best-qualified personnel to staff the schools.

Evaluation of teachers will be directed toward maintaining high teaching standards, improving instruction, providing for professional growth, and recognizing exemplary teaching practices. The evaluation process will be used to provide suggestions and assistance to teachers and to determine whether a teacher’s performance meets the district’s standards required for continued employment.

Adopted: June 2, 1998
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July 27, 2010
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Draft 2, V2: June 2016
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Purpose

In order to continue to its goal of improving student achievement, the Fairbanks North Star Borough School District makes the professional growth of its educators an ongoing priority. This evaluation process is designed to provide the time for rich and productive discussions between teachers and evaluators, and to support every teacher's professional growth. Based on the Danielson Framework for Teaching, this evaluation instrument is intended to help teachers drive their professional growth by reflecting on their practice, identifying their strengths and weaknesses, discussing these with an evaluator, and working towards continued growth.
General Administrative Guidelines and Process for Teacher Evaluations

Guidelines

1. The Board of Education has charged the superintendent with the responsibility of implementing and maintaining the evaluation process, which complies with state law (AS 14.20.149) and the negotiated agreement (Article 409).

2. The district will provide an annual evaluation of each certified teacher by a principal or supervisor not in the teacher's bargaining unit. A teacher in the teacher's bargaining unit with supervisory or administrative responsibilities may provide evaluative input to the principal or supervisor responsible for completing the evaluation instrument.

   The evaluation may include other information in addition to the specific observations by the principal or supervisor. Opportunities will be provided for community members, parents, students, and staff to give input about a teacher's performance in the workplace. If the principal or supervisor relies on such input to determine the ratings, he or she must provide details regarding the input and its source. Copies of written input must be provided to the teacher.

   It is a violation of the district's evaluation procedures for any person to be harassed or threatened because of statements made on an evaluation or in a response statement.

3. The district recognizes the importance of the prescribed timelines and also recognizes that exceptions may occur provided there is a reasonable basis for the exception and the impacted parties are informed in writing of the exception and its basis. An exception that does substantive harm to the teacher's right to due process will not be permitted.

4. All evaluation forms and responses will be signed and dated by the principal or supervisor and the teacher prior to placement in the personnel file. The teacher will initial each page. The teacher's signature on the document denotes only that the evaluation has been received and discussed. Failure to sign the form does not negate the evaluation.

5. The distribution of the written evaluation document shall be as follows: 1) the original copy forwarded to the district's Human Resources Department for placement in the teacher's personnel file; 2) one hard copy given to the teacher; and 3) one copy retained by the principal or supervisor.

6. The teacher must be informed of the right to review each written evaluation prior to deposit in the personnel file and of the right to comment in writing (5 work days) on any matter contained in it. Upon request, teachers have the right to a
supplemental written evaluation by another district administrator designated by the superintendent.

**Observation and Reflection Process**

- **Philosophy of Education** (submitted by September 15th)

- **Formal Observation Pre-Conference** to discuss:
  - Self-Reflection Rubric (retained by teacher)
  - What will be observed during the classroom visit
  - Information about the characteristics of the learners and the learning environment
  - Lesson objectives
  - Assessment of student learning

- **Formal Observation** (At least one (1) for a minimum of 30 minutes for tenured and two (2) for non-tenured certified staff.)

- **Formal Observation Post-Conference**:  
  - Discuss strengths and weaknesses of the teacher’s performance
  - Reflectively discuss the lesson and effective teaching
  - Discuss performance concerns, if any
  - Formal Observation evidence, if needed, provided by teacher within five (5) workdays of Formal Observation Post-Conference

- **Informal Observations** (At least one (1) for both tenured and non-tenured certified staff.)

- **Final Certified Evaluation Summary** (Completed no later than February 15th for non-tenured and April 20th for tenured certified staff.)

A. All certificated personnel to the district will receive an evaluation procedures orientation within 30 days of employment (or within two weeks of hire if after October 1st) for the purpose of discussing the evaluation instrument and procedures.

B. The Standard Evaluation Summary  
   Evaluations for tenured teachers will be based on a minimum of two (2) observations (one formal) Non-tenured teachers will receive at least three (3) observations (two formal).

1. Each annual evaluation using the Standard Evaluation Summary will be based, in part, on at least one (1) or two (2) formal observations. A formal observation date will be selected and agreed upon by the teacher and evaluator and be a minimum of thirty (30) minutes in length. A formal observation must be preceded by a pre-conference wherein the principal or
supervisor addresses the upcoming observation. During this conference, it is expected that the principal or supervisor will discuss the evaluation standards and indicators of performance that meet standards using the Danielson Framework, including evidence for Domains 1 and 4. It is expected that the teacher will discuss instructional goals and strategies the teacher is using to meet standards. A formal observation must be followed by a post-conference wherein the principal or supervisor discusses strengths and weaknesses of the teacher’s performance, reflects on the lesson and effective teaching practices, discusses performance concerns, if any, and provides guidance for improvement.

2. The evaluation must encompass the whole educational environment, but emphasis will be placed on instruction. Principals and supervisors may conduct more observations than the minimum number. Additional observations may be informal in a variety of instructional settings.

3. At any time during the school year, if an area of concern is identified during an observation that may lead to one or more performance ratings of Unsatisfactory or Basic, the teacher shall be informed within five (5) workdays to allow the teacher the opportunity to address the item(s) of concern. The identification of the item(s) of concern may result from an observation, input from other sources, or relevant information related to the teacher’s performance. A formal Plan of Improvement is not required at this point. A teacher and the principal or supervisor will collaborate at any time to improve any item(s) of concern.

C. For the purpose of evaluating Danielson’s Domains 1 and 4, the teacher will present evidence to demonstrate proficiency in their practice. A suggested list of evidence is included in the Appendix. The principal or supervisor may accept evidence that is not included in the Appendix. A plan for presenting evidence will be agreed upon by the teacher and administrator at the first pre-observation conference.

D. At any time, the principal or supervisor may request additional documentation from the teacher that relates to specific areas on the evaluation instrument. This documentation must be provided within (5) five workdays. The teacher may also maintain and submit a portfolio for consideration in the evaluation process.

E. Upon completion of the Evaluation Process (Pre-conference, observation, etc.) and receipt of documentation, the principal or supervisor will assess all the evidence available for the teacher. The principal will then assign a score for each component based on the preponderance of evidence. The principal or supervisor must use professional judgment to make responsible decisions using evidence gathered during the year.

F. Following the receipt of a completed evaluation instrument in hard copy format, a period of five (5) workdays shall be allowed for an optional written response by the teacher. The response will be attached to the evaluation document.
General Process for Non-Tenured Teacher Evaluations

A. Non-tenured teachers will be evaluated using the Standard Evaluation Summary. The annual evaluation will be completed on or before February 15th.

B. A non-tenured teacher must receive a minimum of three (3) observations, two of which must be formal before the annual evaluation is completed. At least two (2) observations will occur during the first semester, one of which must be a formal observation. During the first year of employment, a teacher’s first observation will occur by October 15th.

C. A formal observation date will be selected and agreed upon by the teacher and evaluator and be a minimum of thirty (30) minutes in length. A formal observation must be preceded by a pre-observation conference wherein the principal or supervisor addresses the upcoming observation. During this conference, it is expected the principal or supervisor will discuss the evaluation standards and indicators of performance that meet standards. It is expected the teacher will discuss instructional goals and strategies the teacher is using to meet standards. Additionally, the teacher should identify domain elements they would like principals to specifically focus on during the observation. Once the observation is complete, a post-observation conference should be held no more than five (5) days after each formal observation.

D. The teacher may provide additional evidence within five (5) workdays following the post-observation conference to address any component not readily observed during the observation process.

E. When being observed using the Standard Evaluation Instrument, if any item(s) is identified that would be rated Unsatisfactory or Basic, the teacher shall be informed within five (5) workdays to allow the teacher the opportunity to address the item(s) of concern. The identification of the item(s) of concern may result from an observation, input from other sources, or relevant information related to the teacher’s performance. A formal Professional Growth Plan or Plan of Improvement is not required at this point. A teacher and the principal or supervisor will collaborate at any time to improve any item(s) of concern.

F. The principal or supervisor will hold a post-observation conference with the teacher within five (5) days of each formal observation. Careful preparation and documentation provide the basis for an effective discussion of the evaluation instrument in a post-evaluation conference. The principal or supervisor shall:

- provide for an adequate discussion of the teacher’s performance, allowing time for and encouraging two-way communication; and
• use the completed observations as a resource for discussing specific items related to the teacher’s performance.

G. The summative Standard Evaluation Conference will be held on or before February 15th. A hard copy of the evaluation will be provided to the teacher at the conclusion of the conference. Teachers may provide a written response within five (5) workdays of the final evaluation conference.

H. Should a non-tenured teacher be placed on a Professional Growth Plan, the teacher and principal will meet to develop the growth plan no later than five (5) days after the standard evaluation summary meeting. The Professional Growth Plan may last until the following year’s evaluation summary.

I. Should a non-tenured teacher need to be placed on a Plan of Improvement, it must last for a minimum of thirty (30) and up to a maximum of sixty (60) workdays. If a non-tenured teacher does not bring the overall rating to Basic at the end of the Plan of Improvement, the principal or supervisor may recommend to the Executive Director of Human Resources that the teacher be non-retained. If the Executive Director of Human Resources determines non-retention is warranted, the teacher will be given a doubtful status notice to be delivered no later than May 1st. The notice of doubtful status may be followed by a notice of nonrenewal of the contract for cause delivered on, or before, the last day of the school term as per AS 14.20.140.
General Process for Tenured Teacher Evaluations

A. Tenured teachers will be evaluated using the Standard Evaluation Summary. Tenured teachers who have been rated as Proficient or Distinguished in each domain on the Standard Evaluation Summary **MUST** be evaluated using the Danielson Domain Focus Evaluation Instrument the following year. A principal may move a teacher onto the Standard Evaluation Instrument by January 31st. The principal and teacher will meet to discuss the area(s) of concern which warrant the change. The Standard Evaluation Summary will be completed on or before April 20th.

B. A tenured teacher evaluated on the Standard Evaluation Instrument must receive a minimum of two (2) observations before the annual evaluation is completed. There must be at least one formal observation.

C. A formal observation date will be selected and agreed upon by the teacher and evaluator and be a minimum of thirty (30) minutes in length. A formal observation must be preceded by a pre-observation conference wherein the principal or supervisor addresses the upcoming observation. During this conference, it is expected the principal or supervisor will discuss the evaluation standards and elements of performance that meet standards. It is expected the teacher will discuss instructional goals and strategies the teacher is using to meet standards. Additionally, the teacher should identify domain elements they would like principals to specifically focus on during the observation. Once the observation is complete, a post-observation conference should be held no more than five (5) days after each formal observation.

D. The teacher may provide additional evidence within five (5) workdays following the post-observation conference to address any component not readily observed during the observation process.

E. When being observed using the Standard Evaluation Summary, if any item(s) is identified that would be rated Unsatisfactory or Basic, the teacher shall be informed within five (5) workdays to allow the teacher the opportunity to address the item(s) of concern. The identification of the item(s) of concern may result from an observation, input from other sources, or relevant information related to the teacher’s performance. A teacher and the principal or supervisor will collaborate at any time to improve any item(s) of concern.

F. The principal or supervisor will hold a post-observation conference with the teacher within five (5) days of the formal observation. Careful preparation and documentation provide the basis for an effective discussion of the evaluation instrument in a post-evaluation conference. The principal or supervisor shall:
• provide for an adequate discussion of the teacher’s performance, allowing
time for and encouraging two-way communication; and
• use the completed observations as a resource for discussing specific
items related to the teacher’s performance.

G. The Standard Evaluation Conference will be held on or before April 20th. A hard
copy of the evaluation will be provided to the teacher at the conclusion of the
conference. Teachers may provide a written response within five (5) workdays of
the final evaluation conference.

H. Should a tenured teacher be placed on a Professional Growth Plan, it must not
last less than twenty (20) and no more than ninety (90) workdays. If the tenured
teacher does not successfully complete the Professional Growth Plan, the
teacher will be place on a Plan of Improvement.

I. Should a tenured teacher be placed on a Plan of Improvement, it will not last less
than ninety (90) and not more than 180 workdays unless the minimum time is
shortened by an agreement between the principal or supervisor and the teacher
per AS 14.20.175.

J. If a tenured teacher has been on a Plan of Improvement for at least ninety (90)
workdays and does bring the overall rating for each domain up to Basic or higher,
the Standard Evaluation Instrument will be used the following year.

K. If a tenured teacher has been on a Plan of Improvement for at least ninety (90)
workdays and does not bring the overall rating for each domain up to Basic, the
principal or supervisor may recommend to the Executive Director of Human
Resources before March 16th that the teacher be non-retained. If the Executive
Director of Human Resources determines non-retention is warranted, the teacher
will be given a notice of nonrenewal of the teaching contract to be delivered prior
to May 15th per AS 14.20.140.
FNSBSD Levels of Support

Purpose: This document lists operating principles for determining Levels of Support for a teacher based on the Danielson Framework of Teaching. The evaluator should use all evidence collected, which includes: documentation from formal observations, informal observations, conferencing, and any additional evidence the teacher has presented or the evaluator deems necessary.

Process: The evaluator will follow the process below to complete the Standard Evaluation Summary and determine the level of support the educator will require.

1. Gather and assess evidence and observations for each component. At the end of the observation cycle, the evaluator will assess all the evidence available for a given teacher to determine the ratings for each of the 22 components using The Danielson Framework for Teaching. The evaluator must use professional judgment to make responsible decisions using a preponderance of evidence gathered during the year.

2. Use component ratings to establish domain ratings. To roll-up component ratings into four domain ratings, evaluators will use the following operating principles:
   a. Distinguished: A teacher should receive a domain rating of Distinguished if the teacher has received Distinguished ratings in at least half the components of the domain, with the remaining components rated no lower than Proficient.
   b. Proficient: A teacher should receive a domain rating of Proficient if the teacher received no more than one component rated Basic, with the remaining components rated Proficient or Distinguished.
   c. Basic: A teacher should receive a domain rating of Basic if the teacher received no Unsatisfactory component ratings and two or more Basic component ratings.
   d. Unsatisfactory: A teacher should receive a domain rating of Unsatisfactory if any one component is rated Unsatisfactory.

3. Use domain ratings to establish overall rating.
   a. Distinguished: A teacher should receive an overall rating of Distinguished if the teacher has received Distinguished ratings in at least half the domains, with the remaining domains rated no lower than Proficient. If a Basic component is included in a domain rating of Proficient, it should not be in one of the FNSBSD focus (or bolded) areas.
   b. Proficient: A teacher should receive an overall rating of Proficient if the teacher received no more than one domain rated Basic, with the remaining domains rated Proficient or Distinguished.
   c. Basic: A teacher should receive an overall rating of Basic if the teacher received no Unsatisfactory domain ratings and two or more Basic domain ratings.
   d. Unsatisfactory: A teacher should receive an overall rating of Unsatisfactory if any one domain is rated Unsatisfactory.

4. Use overall rating to establish level of support. Using the overall domain rating to establish the level of support required, evaluators will use the following operating principles:
   a. Domain Focus/Evaluation Alternative: A teacher will use the FNSBSD Danielson Focus instrument for the following school year if the overall domain
rating is Proficient or Distinguished (developed by teacher with administrator approval).

b. **Professional Growth Plan (PGP):** A teacher should receive district support or be placed on a Professional Growth Plan if the overall domain rating is Basic (developed by administrator and teacher and focused on areas rated Basic).

c. **Plan of Improvement (POI):** A teacher will follow a Plan of Improvement created by the district if the overall domain rating is Unsatisfactory (as per FEA Negotiated Agreement).

**Evaluation Alternative Examples:**
- Goal Setting focused on a Danielson domain or component.
- Participation in district-established leadership groups.
- Mentoring a non-tenured teacher (with administrative approval).
Levels of Support and Final Rating Flow Chart

The following chart indicates the FNSBSD Levels of Support for certified staff. A rating will be assigned based on a preponderance of evidence directly related to the specific component or domain of concern.

<table>
<thead>
<tr>
<th>Component Ratings to Domain Rating</th>
<th>Domain Ratings to Overall Rating</th>
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<tbody>
<tr>
<td>Half of the components rated Distinguished with remaining components rated no lower than Proficient</td>
<td>Distinguished</td>
</tr>
<tr>
<td>No more than one component rated Basic with the remaining components rated Proficient or Distinguished</td>
<td>Proficient</td>
</tr>
<tr>
<td>No Unsatisfactory components and two or more Basic components</td>
<td>Basic</td>
</tr>
<tr>
<td>Any one component rated Unsatisfactory</td>
<td>Unsatisfactory</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Overall Rating to Level of Support</th>
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<tbody>
<tr>
<td>Distinguished</td>
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<td></td>
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<tr>
<td>Proficient</td>
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<td></td>
</tr>
<tr>
<td>Basic</td>
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<tr>
<td>Unsatisfactory</td>
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The Danielson Domain Focus Evaluation Guidelines and Procedures

Guidelines

1. Tenured teachers who have been rated as Distinguished or Proficient in each domain will be evaluated using the Danielson Domain Focus Evaluation Instrument for the following year.

2. The Danielson Domain Focus Evaluation Instrument is designed for the Proficient or Distinguished tenured teacher. It is a means for a teacher to focus on components in one (1) Domain for one year to increase proficiency within the Danielson Framework and to directly improve teaching and learning.

3. Teachers on the Danielson Domain Focus Evaluation Instrument must submit a Philosophy of Education to their supervisor by September 15.

4. The teacher will develop a proposal in collaboration with his/her supervisor using the Danielson Domain Focus Evaluation Instrument. The proposal will identify a focus domain, and the teacher will describe how goal and supporting objectives will improve the quality of instruction and facilitate the learning process in the classroom or in the school.

5. If a tenured teacher, upon completion of a Plan of Improvement, achieves a rating of Distinguished or Proficient on their final evaluation summary, then they may move to a Danielson Domain Focus Evaluation Instrument the following year.

6. The distribution of the Danielson Domain Focus Evaluation Instrument shall be as follows: 1) the original copy forwarded to the district’s Human Resources Department for placement in the teacher’s personnel file; 2) one copy given to the teacher; and 3) one copy retained by the principal or supervisor in the building file.

Process

A. The teacher will submit their Domain Focus proposal by September 15th.

B. The principal or supervisor and the teacher are required to review and discuss the teacher’s proposal regarding the Danielson Domain Focus Evaluation Instrument goal for that school year.
C. The teacher’s proposed Danielson Domain Focus Evaluation Instrument goal must be formally reviewed and approved by the principal or supervisor no later than October 1st.

D. The teacher will describe how the goal is to be met. Specific objectives and tasks must be stated clearly and be reasonable, measurable, and verifiable.

E. The teacher must provide to the principal or supervisor a written update on his/her progress on the identified Danielson Domain Focus Evaluation Instrument goal before January 31st. If, after reviewing the written update, it is apparent that timelines to meet the Danielson Domain Focus Evaluation Instrument goal is not being met, the principal or supervisor will meet with the teacher. The principal or supervisor may then require the teacher to revise the Danielson Domain Focus Evaluation Instrument goal.

F. For teachers on the Danielson Domain Focus Evaluation Instrument, an observation or presenting evidence for Domains 1 and 4 is not required. The principal or supervisor is encouraged to conduct observations as time permits.

G. Careful preparation and documentation provide the basis for an effective discussion of the Danielson Domain Focus Evaluation Instrument in a conference. The principal or supervisor will provide for an adequate discussion of the teacher’s performance, allowing time for and encouraging two-way communication.

H. On or before April 20th, the teacher and principal or supervisor will jointly review the completion of the Danielson Domain Focus Evaluation Instrument document.

I. After completion of the Danielson Domain Focus Evaluation Instrument, teachers will return to the Standard Evaluation instrument the following year.

Professional Growth Plan

1. The purpose of a Professional Growth Plan is to provide educators structure, assistance, and guidance towards becoming proficient / meeting standards for professional practice. A Professional Growth Plan (PGP) is used if the overall domain rating is Basic (developed by administrator and teacher and focused on areas rated Basic).

2. Should a tenured teacher be placed on a Professional Growth Plan, it must not last less than twenty (20) and no more than ninety (90) workdays. If the tenured teacher does not successfully complete the Professional Growth Plan, the teacher will be placed on a Plan of Improvement.
Plans of Improvement

1. The Plan of Improvement will include:
   - the component(s) within the Domain(s), which indicate the teacher is unsatisfactory;
   - measurable objectives to address the deficiency;
   - a description of how the achievement of objectives will be measured;
   - a timeline for review of progress;
   - any resources suggested;
   - any assistance to be provided to the teacher by the district (if a teacher requests release time and/or the assistance of another teacher in working on the Plan of Improvement, the proposal and person assisting must be specifically approved by the principal or supervisor; and
   - a timeline indicating when the Plan begins and when it ends.

2. The principal or supervisor and the teacher will work cooperatively in developing a formal Plan of Improvement. A meeting will be held within five (5) workdays from the date of the final evaluation conference to discuss a draft of the plan prepared by the principal or supervisor. The teacher may have an Association representative present when developing the Plan of Improvement and during scheduled progress meetings that are part of the plan.

   Following this meeting, the principal or supervisor will make any clarifications, needed revisions, and/or additions to the Plan of Improvement so objectives and expected practices are established that will address the Unsatisfactory component(s). The final copy of the Plan of Improvement will be signed by the teacher and principal or supervisor.

3. The Association representative may confer with the teacher before and after the meeting and clarify questions the teacher may have. Except in extenuating circumstances, the Association representative will not be a member of the same building as the teacher on the Plan of Improvement.

4. At least two (2) observations, one of which must be a formal observation, are required during a Plan of Improvement.

5. Regularly scheduled meetings to review a teacher’s progress while on a Plan of Improvement are required and will be tentatively scheduled before the plan is finalized. The parties agree the scheduling of the Association representative will not unreasonably delay the scheduling of the progress meeting.

6. The principal or supervisor will provide a written summary of each meeting held to the teacher to review the teacher’s progress.
7. A formal Plan of Improvement for a non-tenured teacher will last a minimum of thirty (30) and no more than sixty (60) workdays. The duration of the Plan of Improvement shall be determined by the principal or supervisor.

8. A formal Plan of Improvement for a tenured teacher will not last less than ninety (90) workdays, unless a shorter period of time is agreed upon by the principal or supervisor and teacher. A formal Plan of Improvement will not last for more than one hundred eighty (180) workdays.

9. If a teacher does not meet the requirements of the Plan of Improvement by April 20, the principal or supervisor may recommend to the Executive Director of Human Resources that the teacher be non-retained. If the Executive Director of Human Resources determines non-retention is warranted, the teacher will be given a written notice of nonrenewal of the teaching contract to be delivered in accordance with Article 406 Notification of Non-employment of the negotiated agreement.
Flowchart for Standard Evaluation Instrument- Non-Tenured Teacher

All non-tenured teachers use the Standard Evaluation Summary

All new teachers receive orientation regarding evaluation procedures within 30 days of employment (or within 2 weeks of hire if after October 1)

Submission of philosophy of education description by September 15

3 observations (2 formal); at least 2 observations must be conducted in the first semester. During the first year of employment, teacher’s first observation will occur no later than October 15.

Evaluation Summary completed on or before February 15

Final rating is determined

Distinguished or Proficient

Continued monitoring and observations

Meets requirements of the PGP

Standard Evaluation the following year

Basic

Professional Growth Plan (PGP) developed by administrator and teacher

Does not meet the requirements of the PGP

Plan of Improvement (POI) (follows same pattern as "Unsatisfactory")

Meets requirements of the POI

Standard Evaluation the following year

Unsatisfactory

Draft Plan of Improvement (POI) must be discussed within five (5) work days of evaluation conference

At least 2 observations (one formal) during POI

Final evaluation no later than April 20

Does not meet the requirements of the POI

Meets requirements of the POI

Letter of doubtful status by May 1

Letter of nonretention on or before the last day of the school term as per AS 14.20.140
Flowchart for Standard Evaluation Instrument-Tenured Teacher

All new teachers receive orientation regarding evaluation procedures within 30 days of employment (or within 2 weeks of hire if after October 1)

Submission of philosophy of education description by September 15

Minimum of 2 observations (1 formal)

Teachers may provide additional artifacts/evidence within 5 workdays of observation Post-Conference

Standard Evaluation Summary completed by April 20

Final rating is determined

Teacher may provide written response within 5 workdays of final evaluation conference

Distinguished or Proficient

Continued monitoring

Danielson Domain Focus Model (DFM) the following year (developed by teacher with administrator approval)

Standard Evaluation the following year

Basic

Professional Growth Plan (PGP) developed by administrator and teacher

Does not meet the requirements of the PGP

Plan of Improvement (POI) (follows same pattern as "Unsatisfactory")

Unsatisfactory

Plan of Improvement (POI) 90-180 work days into following school year if necessary

At least 2 (1 formal) observations during POI

Meets requirements of the POI

Does not meet the requirements of the POI

Notice of nonretention before March 16 as per AS 14.20.140

Standard Evaluation or PGP the following year
Flowchart for Danielson Domain Focus Evaluation Instrument - Tenured Teachers

Teacher submits Philosophy of Education and proposal for Domain Focus by September 15th

Teacher's Domain Focus Goals formally reviewed and approved by principal or supervisor by October 1st

First joint review conference between teacher and principal by the end of the first semester

Joint review conference and completion of Danielson Domain Focus Evaluation instrument, no later than April 20th

Note: Principal or supervisor has the discretion to place a teacher on the standard evaluation instrument by the end of the first semester.
**Glossary**

**Basic:** A rating that indicates a particular teaching performance does not meet the district’s expected level of proficiency using the Danielson Framework.

**Component:** The five to six items within each of the four Danielson Domains that define a distinct aspect within each domain; such as establishing a culture of learning and communicating with families.

**Distinguished:** When a teacher’s performance exceeds the expectations for a particular item within a content standard using the Danielson Framework.

**Domain:** One of four categories identified in the Danielson Framework for Teaching used to assess teacher performance: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

**Domain Focus Goal:** A goal developed by the teacher as part of the Danielson Domain Focus Evaluation Instrument procedure and approved by the principal or supervisor. Goal must be based on state performance and content standards per 4 AAC 04.200 and must be appropriate for the individual teacher. The goals should have direct impact on the improvement of the school/classroom-learning environment.

**Evaluation Procedures Orientation:** Meeting between the principal or supervisor and teacher(s) new to the building or to the district, for the purpose of discussing the evaluation instrument and procedures.

**Evidence:** Used by a teacher to demonstrate completion of a specific component such as unit/lesson plans, teacher newsletters, and student assessments.

**Standard Evaluation Summary:** The final document produced after a series of conferences, observations, and the collection of evidence is completed. This document indicates a teacher’s overall performance for the school year.

**Formal Observation:** A formal observation must be announced and be a minimum of thirty (30) minutes in length. A formal observation must be preceded by a pre-observation conference wherein the principal or supervisor addresses the upcoming observation. During this conference, it is expected the principal or supervisor will discuss the evaluation standards and indicators of performance that meet standards. It is expected the teacher will discuss instructional goals and strategies the teacher is using to meet standards.

**Non-tenured:** A teacher who has not yet attained tenure in the district, pursuant to AS 14.20.150.

**Non-retention:** The district’s nonrenewal of a teacher’s contract for the following school year pursuant to AS 14.20.175.
Plan of Improvement (POI): A formal written document that addresses ways in which the teacher’s performance can be improved. The POI shall be based on the professional performance standards outlined in the locally adopted school districts policy procedure (pursuant to AS 14.20.149 (e)).

Principal or Supervisor: Type B certificated employee or site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator, and has completed training in the use of the school district’s teacher evaluation system (pursuant to AS 14.20.149.) and not in the FEA bargaining unit conducting the evaluation.

Professional Growth Plan (PGP): Goals that are developed jointly by the teacher and administrator to provide structure, guidance, and assistance to address and improve all criteria in which a teacher is performing at a Basic level.

Proficient: A rating that indicates a particular teaching performance meets the district’s expected level of proficiency using the Danielson Framework.

Teacher: An employee required to hold a certificate who has primary responsibility to plan, instruct, and evaluate learning of elementary or secondary school students in the classroom or an equivalent setting and also includes individuals holding other positions as determined by department regulation. AS 14.20.215 and 4AAC 12.900 © 1 and 2.

Tenured: A teacher who has attained tenure in the district, pursuant to AS 14.20.150.

Unsatisfactory (US): A rating that indicates a particular item is in the incompetent performance range using the Danielson Framework.
Charlotte Danielson’s Framework for Teaching

**DOMAIN 1: Planning and Preparation**

1a Demonstrating Knowledge of Content and Pedagogy
   - Content and the structure of the discipline
   - Prerequisite relationships
   - Content-related pedagogy

1b Demonstrating Knowledge of Students
   - Child and adolescent development
   - Learning process
   - Special needs
   - Students’ skills, knowledge, and language proficiency
   - Students’ interests and cultural heritage

1c Setting Instructional Outcomes
   - Value, sequence, and alignment
   - Clarity
   - Balance
   - Suitability for diverse learners

1d Demonstrating Knowledge of Resources
   - For classroom use
   - To extend content knowledge and pedagogy
   - Resources for students

1e Designing Coherent Instruction
   - Learning activities
   - Instructional materials and resources
   - Instructional groups
   - Lesson and unit structure

1f Designing Student Assessments
   - Congruence with instructional outcomes
   - Criteria and standards
   - Design of formative assessments
   - Use for planning

**DOMAIN 2: The Classroom Environment**

2a Creating an Environment of Respect and Rapport
   - Teacher interaction with students, including both words and actions
   - Student interaction with students, including both words and actions

2b Establishing a Culture for Learning
   - Importance of content and of learning
   - Expectations for learning and achievement
   - Student pride in work

2c Managing Classroom Procedures
   - Instructional groups
   - Transitions
   - Materials and supplies
   - Performance of classroom routines
   - Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
   - Expectations
   - Monitoring student behavior
   - Response to student misbehavior

2e Organizing Physical Space
   - Safety and accessibility
   - Arrangement of furniture and use of physical resources

**DOMAIN 3: Instruction**

3a Communicating With Students
   - Expectations for learning
   - Directions for activities
   - Explanations of content
   - Use of oral and written language

3b Using Questioning and Discussion Techniques
   - Quality of questions/prompts
   - Discussion techniques
   - Student participation

3c Engaging Students in Learning
   - Activities and assignments
   - Grouping of students
   - Instructional materials and resources
   - Structure and pacing

3d Using Assessment in Instruction
   - Assessment criteria
   - Monitoring of student learning
   - Feedback to students
   - Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness
   - Lesson adjustment
   - Response to students
   - Persistence

3f Showing Professionalism
   - Integrity/ethical conduct
   - Service to students
   - Advocacy
   - Decision-making
   - Compliance with school and district regulation

**DOMAIN 4: Professional Responsibilities**

4a Reflecting on Teaching
   - Accuracy
   - Use in future teaching

4b Maintaining Accurate Records
   - Student completion of assignments
   - Student progress in learning
   - Noninstructional records

4c Communicating with Families
   - Information about the instructional program
   - Information about individual students
   - Engagement of families in the instructional program

4d Participating in a Professional Community
   - Relationships with colleagues
   - Participation in school and district projects
   - Involvement in culture of professional inquiry
   - Service to the school

4e Growing and Developing Professionally
   - Enhancement of content knowledge and pedagogical skill
   - Receptivity to feedback from colleagues
   - Service to the profession

4f Showing Professionalism
   - Integrity/ethical conduct
   - Service to students
   - Advocacy
   - Decision-making
   - Compliance with school and district regulation
Evaluation Model- Teacher Overview

Purpose
In order to continue with its goal of improving student achievement, the Fairbanks North Star Borough School District makes the professional growth of its educators an ongoing priority. This evaluation process is designed to provide the time for rich and productive discussions between teachers and evaluators, and to support every teacher’s professional growth. Based on the Danielson Framework for Teaching, this evaluation instrument is intended to help teachers drive their professional growth by reflecting on their practice, identifying their strengths and weaknesses, discussing these with an evaluator, and working towards continued growth.

Steps of the Evaluation Model:

- Philosophy of Education (submitted by September 15th)
- Self-Reflection Rubric (educator reviews for discussion at the Pre-Conference)
- Formal Observation Pre-Conference to discuss:
  - Self-Reflection Rubric
  - What will be observed during the classroom visit
  - Information about the characteristics of the learners and the learning environment
  - Lesson objectives
  - Assessment of student learning
- Formal Observation:
  - Tenured - at least one for a minimum of 30 minutes
  - Non-tenured - at least two for a minimum of 30 minutes
- Formal Observation Post-Conference to:
  - Discuss strengths and weaknesses of the teacher’s performance
  - Reflectively discuss the lesson and effective teaching
  - Discuss performance concerns, if any
  - Formal Observation evidence, if needed, provided by teacher within five (5) workdays of Formal Observation Post-Conference
- Informal Observations
  - Tenured - at least one
  - Non-tenured – at least one
- Teacher provides evidence of Domains 1 and 4
- Final Certified Evaluation Summary
  - Tenured – April 20th
  - Non-tenured – February 15th
Formal Observation Pre-Conference for Teachers

At the pre-conference the evaluator and teacher discuss background questions about the teacher’s philosophy and self-reflection, as well as what the evaluator will observe during the formal classroom observation. The background questions should open up a deep and rich discussion driven by the needs and interests of the teacher. The discussion of the upcoming classroom lesson should touch on the characteristics of the learners and the learning environment, as well as specific information about the objectives of the lesson and the assessment of learning. The teacher may also indicate specific areas of feedback that they would like from the evaluator during the observation.

Suggested Formal Observation Background Questions:

1) Discuss your teaching philosophy and how it fits within the Danielson Framework. Which components fit strongly and support your philosophy?
2) Looking at your self-reflection document and the four domains, discuss the areas in general where you ranked yourself highest and lowest. Explain your rankings. Where would you like to improve? Why?
3) How can I or the school district help with your continued growth in this area or areas?

Suggested Formal Observation Pre-Conference Questions:

1) Describe the lesson and its objectives.
2) Describe the characteristics of these particular learners, as well as any prior learning experiences that are relevant to this lesson. How has respect and rapport been established in the classroom, and how is it maintained?
3) Describe the instructional strategies that will be used to meet the lesson objectives, including student activities, materials, transitions, questioning strategies, and differentiation.
4) How will you know that all students are engaged and “drawn in” to the lesson?
5) What do you expect students to know and be able to do upon completion of the lesson? And, how will you know they have learned it?
6) How will students know what they are supposed to accomplish by the end of the lesson?
7) How does the lesson connect to the Alaska State Standards and which area or areas of the Danielson Framework will be visible?
Formal Observation Post-Conference for Teachers

The purpose of the post-observation conference is to provide reflection and feedback on the observed lesson and to provide strategies and resources for the teacher to incorporate into the lesson to increase its effectiveness. At the post-observation conference, the evaluator and teacher discuss the observed lesson, including the notes taken by the observer and any additional evidence provided by the teacher. The results of the observation will be reviewed with the teacher. The teacher reflects on the lesson and how well the student learning outcomes were met. Professional conversations between the evaluator and the teacher will provide feedback on the observed lesson and may identify additional strategies and resources. The discussion between the evaluator and teacher needs to focus on the relative areas of strength (reinforcement) and relative areas of weakness (refinement). Teachers may bring additional evidence that supports the lesson observed to share with the evaluator.

Suggested Formal Observation Post-Conference Questions:

1) What are your general impressions about how the lesson went, and did it achieve the objectives that you wanted?
2) Why do you think that certain areas were successful or not successful?
3) What role did questioning techniques and formative assessment play in the lesson? What evidence do you have of student learning, and what does that evidence reveal about students’ levels of understanding?
4) What, if anything, would you have done differently or changed during the lesson?
5) [Evaluator identifies one area of strength and provides evidence] Why do you think this part of the lesson worked so well?
6) [Evaluator identifies one area of weakness and provides evidence] Why do you think this part of the lesson didn't work well?
7) [Evaluator gives recommendation for how to improve future practice] What type of professional development support can the district or I provide
Danielson Framework- Teacher Self-Reflection Rubric

This document is to be used as a conversation starter regarding teaching practices during the Formal Observation Pre-Conference. If a teacher chooses to write or reflect in a narrative format they may, but the narrative is not required. This Self-Reflection is to be kept by the teacher and used for personal reflection and professional growth. Evaluators will not keep a copy of this document.

Teachers may use a Proficiency Continuum to indicate a range of skill level within a domain (ex: Low Proficient, High Basic, etc).

Teacher F#: ____________________  Teacher's Name: ___________________________________________  Date: _________________

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>U: Unsatisfactory</th>
<th>B: Basic</th>
<th>P: Proficient</th>
<th>D: Distinguished</th>
</tr>
</thead>
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<tr>
<td>Component</td>
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<td>P</td>
<td>D</td>
</tr>
<tr>
<td>1a: Demonstrating Knowledge of Content and Pedagogy</td>
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<tr>
<td>1b: Demonstrating Knowledge of Students</td>
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<td>High</td>
<td>Low</td>
<td>High</td>
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<tr>
<td>1c: Setting Instructional Outcomes</td>
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<td>High</td>
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</tr>
<tr>
<td>1d: Demonstrating Knowledge of Resources</td>
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<tr>
<td>1e: Designing Coherent Instruction</td>
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<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>1f: Designing Student Assessments</td>
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<td>D</td>
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<tr>
<td>2a: Creating an Environment of Respect and Rapport</td>
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<tr>
<td>2b: Establishing a Culture for Learning</td>
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<tr>
<td>2c: Managing Classroom Procedures</td>
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<tr>
<td>2d: Managing Student Behavior</td>
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<td>2e: Organizing Physical Space</td>
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<td>Component</td>
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<td>P</td>
<td>D</td>
</tr>
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<td>3a: Communicating with Students</td>
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</tr>
<tr>
<td>3b: Using Questioning &amp; Discussion Techniques</td>
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<tr>
<td>3c: Engaging Students in Learning</td>
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<td>3d: Using Assessment in Instruction</td>
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<td>3e: Demonstrate Flexibility and Responsiveness</td>
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<td>Component</td>
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<td>D</td>
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<td>4a: Reflecting on Teaching</td>
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<td>4b: Maintaining Accurate Records</td>
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<td>4c: Communication with Families</td>
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<td>4d: Participating in a Professional Community</td>
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<td>4e: Growing and Developing Professionally</td>
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<tr>
<td>4f: Showing Professionalism</td>
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### Danielson Framework- Teacher Rubric

**Employee:** ___________________________  **School(s):** ___________________________  **Date:** __________

**Instructions:** This rubric provides the measures for each domain and component of the Danielson Framework. Use this to consider your practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgements to the Self-Reflection form. This will provide you with a summary of your current level of practice.

#### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1a.</td>
<td>In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</td>
<td>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</td>
<td>The teacher displays solid knowledge of the important concepts in the discipline and how these concepts relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</td>
<td>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</td>
</tr>
<tr>
<td>1b.</td>
<td>The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.</td>
<td>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</td>
<td>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</td>
<td>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual student’s varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</td>
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</tbody>
</table>
### Domain 1: Planning and Preparation (Continued)

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</thead>
<tbody>
<tr>
<td>1c. Setting Instructional Outcomes</td>
<td>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning, and only one discipline or strand, and are suitable for only some students.</td>
<td>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the instructional groups.</td>
<td>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</td>
<td>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</td>
</tr>
<tr>
<td>1d. Demonstrating knowledge of resources</td>
<td>The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one’s own professional skill.</td>
<td>The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one’s professional skill, but does not seek to expand this knowledge.</td>
<td>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one’s professional skill, and seeks out such resources.</td>
<td>The teacher’s knowledge of resources for classroom use and for extending one’s professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</td>
</tr>
<tr>
<td>1e. Designing coherent instruction</td>
<td>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</td>
<td>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</td>
<td>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge with some differentiation for different groups of students and varied use of instructional groups.</td>
<td>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</td>
</tr>
<tr>
<td>1f. Designing student assessments</td>
<td>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</td>
<td>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</td>
<td>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has well developed strategy for using formative assessment and has designed particular approaches to be used.</td>
<td>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</td>
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## Domain 2: The Environment

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<tr>
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<th>Unsatisfactory</th>
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</thead>
<tbody>
<tr>
<td>2a. Creating an environment of respect and rapport</td>
<td>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</td>
<td>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</td>
<td>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</td>
<td>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</td>
</tr>
<tr>
<td>2b. Establishing a culture for learning</td>
<td>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</td>
<td>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</td>
<td>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</td>
<td>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</td>
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</table>
### 2c. Managing classroom procedures

<table>
<thead>
<tr>
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<th>Distinguished</th>
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<tbody>
<tr>
<td><strong>2c. Managing classroom procedures</strong></td>
<td>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s management of instructional groups and transitions, or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.</td>
<td>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.</td>
<td>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.</td>
<td>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.</td>
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### Domain 2: The Environment (Continued)

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<tbody>
<tr>
<td><strong>2d. Managing student behavior</strong></td>
<td>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity.</td>
<td>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</td>
<td>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</td>
<td>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.</td>
</tr>
<tr>
<td><strong>2e. Organizing physical space</strong></td>
<td>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</td>
<td>The classroom is safe and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</td>
<td>The classroom is safe and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</td>
<td>The classroom environment is safe and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</td>
</tr>
<tr>
<td>Domain 3: Delivery of Service</td>
<td>Component</td>
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<td>Basic</td>
<td>Proficient</td>
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<tr>
<td>3a. Communicating with students</td>
<td>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</td>
<td>The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct, but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</td>
<td>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.</td>
<td>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</td>
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<tr>
<td>3b. Using questioning and discussion techniques</td>
<td>The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</td>
<td>The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</td>
<td>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</td>
<td>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</td>
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</table>
### Domain 3: Delivery of Service (Continued)

<table>
<thead>
<tr>
<th>Component</th>
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<th>Proficient</th>
<th>Distinguished</th>
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<tbody>
<tr>
<td>3c. Engaging students in learning</td>
<td>The learning tasks/activities, materials, and resources are poorly aligned with</td>
<td>The learning tasks and activities are partially aligned with the instructional outcomes, but require</td>
<td>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to</td>
<td>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks, and activities that require</td>
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<td>the instructional outcomes, or require only rote responses, with only one approach</td>
<td>only minimal thinking by students and little opportunity for them to explain their thinking, allowing</td>
<td>challenge student thinking, inviting students to make their thinking visible. This technique results in</td>
<td>complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is</td>
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<td>possible. The groupings of students are unsuitable to the activities. The lesson has</td>
<td>most students to be passive or merely compliant. The groupings of students are moderately suitable to</td>
<td>active intellectual engagement by most students with important and challenging content, and with teacher</td>
<td>evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as</td>
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<td>no clearly defined structure, or the pace of the lesson is too slow or rushed.</td>
<td>the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not</td>
<td>scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson</td>
<td>resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not</td>
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<td>provide students the time needed to be intellectually engaged, or may be so slow that many students have</td>
<td>has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the</td>
<td>only to intellectually engage with and reflect upon their learning, but also to consolidate their understanding.</td>
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<td>a considerable amount of &quot;downtime.&quot;</td>
<td>time needed to be intellectually engaged.</td>
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<tr>
<td>3d. Using assessment in instruction</td>
<td>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</td>
<td>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</td>
<td>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</td>
<td>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings.</td>
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### Domain 4: Professional Responsibilities

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<tr>
<td><strong>4a. Reflecting on teaching</strong></td>
<td>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</td>
<td>The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</td>
<td>The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
<td>The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</td>
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<tr>
<td><strong>4b. Maintaining accurate records</strong></td>
<td>The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher’s records for non-instructional activities are in disarray, the result being errors and confusion.</td>
<td>The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher’s records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</td>
<td>The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</td>
<td>The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.</td>
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<tr>
<td><strong>4c. Communicating with families</strong></td>
<td>The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</td>
<td>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students, but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</td>
<td>The teacher provides frequent and appropriate information to families about the instructional program, and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</td>
<td>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher’s efforts to engage families in the instructional program are frequent and successful.</td>
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### Domain 4: Professional Responsibilities (Continued)

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<td><strong>4d. Participating in a professional community</strong></td>
<td>The teacher’s relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</td>
<td>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school’s culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</td>
<td>The teacher’s relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</td>
<td>The teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</td>
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<td><strong>4e. Engaging in professional development</strong></td>
<td>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</td>
<td>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</td>
<td>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</td>
<td>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</td>
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<tr>
<td><strong>4f. Showing professionalism</strong></td>
<td>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students’ needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</td>
<td>The teacher is honest in interactions with colleagues, students, and the public. The teacher’s attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher’s decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</td>
<td>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</td>
<td>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making, and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</td>
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### Standard Evaluation Summary Teacher (Non-Tenured Certified Staff)

Teacher F#: ___________________________  Teacher Name: ___________________________

Administrator F#: ______________________  Administrator Name: ______________________

Grade Level(s): _________________________  Subjects(s): ____________________________

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U: Unsatisfactory  B: Basic  P: Proficient  D: Distinguished

#### Domain 1: Planning and

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Overall Rating for Domain 1:

**Evidence/Comments on Domain 1:**

#### Domain 2: The

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Overall Rating for Domain 2:

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Evidence/ Comments on Domain 3:

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<tr>
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Evidence/ Comments on Domain 4:
OVERALL RATING:  □ Unsatisfactory  □ Basic  □ Proficient  □ Distinguished

(Refer to page 13 of the Certified Staff Evaluation Handbook for the overall rating flowchart.)

Educator’s Signature: ________________________________  Date: _________________

Administrator’s Signature: ________________________________  Date: _________________

Signature does not constitute endorsement of the evaluation, but indicates the evaluation has been read and discussed. For comments, the evaluator and/or evaluatee may attach additional sheets, if desired.

Post-Evaluation Conference Date: ________________

Completed on or before February 15:  □ Yes □ No
**Standard Evaluation Summary Teacher (Tenured Certified Staff)**

**Educator F#:** ________________________________  **Educator Name:** ________________________________

**Administrator F#:** ________________________________  **Administrator Name:** ________________________________

**Grade Level(s):** ________________________________  **Subjects(s):** ________________________________

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U: Unsatisfactory  B: Basic  P: Proficient  D: Distinguished

**Domain 1: Planning and**

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**Evidence/ Comments on Domain 1:**

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**Overall Rating for Domain 2**

**Evidence/ Comments on Domain 2:**
### Domain 3: Delivery of

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**Overall Rating for Domain 3**

**Evidence/ Comments on Domain 3:**

### Domain 4: Professionalism

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**Overall Rating for Domain 4**

**Evidence/ Comments on Domain 4:**
Additional Comments for Domain(s):

OVERALL RATING:  □ Unsatisfactory  □ Basic  □ Proficient  □ Distinguished

(Refer to page 13 of the Certified Staff Evaluation Handbook for the overall rating flowchart.)

Educator's Signature: ________________________________ Date: ________________

Administrator's Signature: ____________________________ Date: ________________

Signature does not constitute endorsement of the evaluation, but indicates the evaluation has been read and discussed. For comments, the evaluator and/or evaluatee may attach additional sheets, if desired.

Post-Evaluation Conference Date: ________________ Completed on or before April 20:  □ Yes  □ No
Possible Evidence for Teachers Danielson Domains 1 & 4

Educators will provide evidence for Domains 1 and 4 as agreed upon with their administrator. These are the ‘behind the scenes’ components, typically not observable in a classroom setting. Evidence for Domains 2 and 3 will be collected via classroom observations and mini-walkthroughs.

This list is intended to guide thinking about evidence that might be considered for each component. Please note that this list is not comprehensive.

Teachers must be prepared to provide two pieces of evidence for each component. A single piece of evidence may be used to demonstrate multiple components.

Evidence will be evaluated and included in the Summative Evaluation using the Danielson Framework rubrics for Domains 1 and 4. Teachers should carefully select evidence which provide evidence of their proficiency level.

<table>
<thead>
<tr>
<th>DOMAIN ONE: PLANNING AND PREPARATION</th>
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<tbody>
<tr>
<td><strong>1a: Demonstrating Knowledge of Content and Pedagogy</strong></td>
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<tr>
<td>• Unit plan that include common misconceptions &amp; where they will be addressed</td>
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<tr>
<td>• Lesson plans (template)—with list of intended questions to spur deep thinking</td>
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<tr>
<td>• Curriculum committee/Content Leadership Team evidence</td>
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<tr>
<td>• Written reflections regarding the sequence of instruction and learning activities</td>
</tr>
<tr>
<td>• Exit tickets—application of skills</td>
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<tr>
<td>• College courses/transcripts</td>
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<tr>
<td>• Sample of online collaboration w/colleagues regarding curriculum and instruction (e.g. Edmodo)</td>
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</tbody>
</table>

| **1b: Demonstrating Knowledge of Students** |
| • Written reflections related to how instruction should/is be adjusted to meet the unique needs of the students I teach |
| • ‘Getting to know students’ handout & results from first day |
| • Student interest notecards/inventory and/or data of it (anecdotal notes) |
| • Sample of student learning profile data |
| • Lesson that incorporates cultural sharing or activities into lesson |
| • Evidence of cultural event attended w/reflection |
| • Parent/student surveys results analysis |
| • Intervention/enrichment group plans |
| • Seating chart—students seated for particular reasons |
| • Notes about learner special needs including those from IEP, 504, ELP, and ELL plans |
| • Lesson plan with differentiated options for learning and assessment (multiple points of entry) |

| **1c: Setting Instructional Outcomes** |
| • Lesson/unit plans that contain learning outcomes that are rigorous and represent a range of learning |
| • Lesson plans that show a variety of instructional strategies leading to an outcome |
| • Samples of differentiated learning activities, materials, assessment strategies, benchmarks |
| • Learning targets/ “I can” statements in lesson plan or posted in the room (picture) |
• Rubrics that identify proficiency for an outcome
• List of essential questions that are linked to outcomes

1d: Demonstrating Knowledge of Resources
• Lesson/unit/intervention plan(s) that includes appropriate technology applications
• Research and implementation of Response to Intervention strategies or resources
• Teaching bulletin boards (picture)
• AKSS lessons/assessments I created
• Varied text levels identified in a lesson or unit plan
• Pictures of field trips (community resources)
• Lesson or unit plan that utilizes community resources or speakers

1e: Designing Coherent Instruction
• Learning activities sequenced and connected within the lesson or unit plan
• Plan that includes variety of instructional groupings and instructional materials
• Demonstration that resources used relate to standards
• Instructional plan that is tied to learning standards
• Plan that includes tech resources
• Plan that includes guiding/essential questions
• Materials or lesson plans that show planning for differentiation

1f: Designing Student Assessments
• Lesson or unit plan that contains appropriate assessment plan tied to standards and outcomes
• Rubrics tied to lesson/unit outcome
• Sample of student self-analysis of work using rubric
• Anecdotal notes from reader/writer conferences with students
• Student data folder/proficiency checklists for students
• Unit or lesson plan that shows where assessments are built in (formative & summative)
• Unit plan that shows a reteach loop I’ve built in after each formative assessment (if necessary)
• Sample of modified assessments
• Sample performance task with rubric
• Sample Exit tickets with reflection about how the information was used
• Class surveys that gather student feedback
• Reflective notes about how instruction was adjusted after formative feedback
• Sample of student input/reflections/journals
• Collaborative team planning notes
• Documentation showing student choice in assessment
• Common formative or summative assessments w/ notes about how the results were used
• Student-designed assessments tied to learning outcomes
• Reflection on an assessment including what I would change
• Sample of student work with teacher’s comments/response
**DOMIAN FOUR: PROFESSIONAL RESPONSIBILITIES**

4a: Reflecting on Teaching

- Written reflections on lesson implementation and changes to make in the future
- Documentation of discussion with principal/colleague/PLC team
- Reflection related to data/grade analysis, student surveys, parent surveys
- Reflection from a conference or workshop attended
- Reflective notes related to observing a colleague or a colleague observing me (e.g. instructional tours)

4b: Maintaining Accurate Records

- Sample from grading system
- Link to classroom website with accurate, updated, class-related information
- Picture/sample of how I organize student data including AIMSweb, STAR, MAP, etc.
- List of reader/writer conferences with students
- List of individual student feedback conferences
- Professional Development Plans
- Log of parent or community contact/communication
- Pages from lesson plan book showing planning organization
- Student data folder
- Student portfolios
- Sample of a completed progress report
- Picture or summary of procedure to manage things like field-trip slips, conference sign-up note, homework, etc.
- Sample of process used to track instructional minutes/strategies for students with special needs such as IEP, 504, ELP, ELL, Tier II and III, etc.
- Sample of a progress-monitoring spreadsheet

4c: Communicating with Families

- Parent Teacher Conference with reflections
- Sample of Parent Communication Log (includes phone, email, in-person contacts)
- Log of school functions attended
- Calendar and sample of classroom newsletters/parent letters
- Parent notes and/or letters to me
- Website that shows how I keep parents informed about what is happening in the classroom on a regular basis
- Parent involvement in classroom
- Evidence of appropriate use of social media with parents/families

4d: Participating in a Professional Community

- Professional resume
- PowerPoint or outline of something I presented to others
- Agenda from a leadership team (school, district, state, or professional association level)
- Log of leadership activities
- Documentation of sharing information or learning with staff
- Meeting or committee notes
- PLC agendas/notes
• Anything that shows how I collaborate with colleagues to improve student learning (enrichment/remediation planning, book study with applied learning, action research, etc.)
• Evidence of participation on an interview panel
• Evidence of serving as a mentor
• Evidence of contributions to the professional life of your school(s), district, and teaching profession (e.g. organizing the Spelling Bee)

4e: Growing and Developing Professionally
• Book study groups (could include agenda, notes, actions taken)
• List of course(s) taken or transcript w/reflection
• Plans, handouts, agenda or certificate of attendance from workshops or conferences w/reflection
• Achievement of National Board Certification and/or Post Baccalaureate Degrees
• Online portfolio
• Presentation handouts w/plans for implementation
• Technology resources used to enhance my knowledge or skill
• Leading district, school, and department-level professional development (presentation handouts)
• Evidence of membership and involvement in professional organizations
• Samples of professional reading w/reflection on how they have impacted practice
• Reflective notes related to observing a colleague or a colleague observing me
• PLC agendas/notes

4f: Showing Professionalism
• Participation in grade level, team, departmental, school, and/or districtwide improvement efforts
• PLCs agendas and notes
• Evidence that I advocate for quality public schools
• Evidence that shows I advocate for a student or students
• Ways I have provided students with resources (e.g. after-school support/mentoring students)
• Letter(s), emails, notes that speak to my standards, integrity, or contribution to the positive culture of my school
• Personal attendance record
• Serving as a new-teacher mentor
Evaluation Model- School Counselor Overview

Purpose
In order to continue with its goal of improving student achievement, the Fairbanks North Star Borough School District makes the professional growth of its educators an ongoing priority. This evaluation process is designed to provide the time for rich and productive discussions between counselors and evaluators, and to support every teacher’s professional growth. Based on the Danielson Framework for Counselors, this evaluation instrument is intended to help counselors drive their professional growth by reflecting on their practice, identifying their strengths and weaknesses, discussing these with an evaluator, and working towards continued growth.

Steps of the Evaluation Model:
- Philosophy of Education for School Counseling (submitted by September 15th)
- Self-Reflection Rubric (educator reviews for discussion at the Pre-Conference)
- **Formal Observation Pre-Conference** to discuss:
  - Self-Reflection Rubric
  - The setting of the observation
  - Information about the characteristics of the observation
  - School counseling objectives
  - Assessment
- **Formal Observation**:
  - Tenured - at least one for a minimum of 30 minutes
  - Non-tenured - at least two for a minimum of 30 minutes
- **Formal Observation Post-Conference** to:
  - Discuss strengths and weaknesses of the school counselor’s performance
  - Reflectively discuss the observation
  - Discuss performance concerns, if any
  - Formal Observation evidence, if needed, provided by counselor within five (5) workdays of Formal Observation Post-Conference
- **Informal Observations**
  - Tenured - at least one
  - Non-tenured – at least one
- **School Counselor provides evidence of Domains 1 and 4**
- **Final Certified Evaluation Summary**
  - Tenured – April 20th
  - Non-tenured – February 15th
Formal Observation Pre-Conference for School Counselors

At the pre-conference, the evaluator and school counselor discuss background questions about the school counselor’s philosophy and self-reflection, as well as what the evaluator will observe during the formal classroom observation. The background questions should open up a deep and rich discussion driven by the needs and interests of the counselor. The discussion of the observation should touch on the characteristics of the learners and the learning environment, as well as specific information about the objectives of the activity and assessment of outcomes. The school counselor may also indicate specific areas of feedback that they would like from the evaluator during the observation.

Suggested Formal Observation Background Questions:

1) Discuss your counseling philosophy and how it fits within the Danielson Framework. Which components fit strongly and support your philosophy?
2) Looking at your self-reflection document and the four domains, discuss the areas in general where you ranked yourself highest and lowest. Explain your rankings. Where would you like to improve? Why?
3) How can I or the school district help with your continued growth in this area or areas?

Suggested Formal Observation Pre-Conference Questions:

1) Describe the activity and its outcomes. How will you engage the student(s) in the service? What will you do? What will the students do? Provide any worksheets or other materials student(s) will be using.
2) Describe the characteristics of these particular learners, as well as any prior learning experiences that are relevant to this activity or group of learners. How has respect and rapport been established in the classroom, and how is it maintained?
3) Describe the instructional strategies that will be used to meet the activity objectives and how they demonstrate knowledge of child development.
4) How will you know that all students are engaged and “drawn in” to the activity?
5) What do you expect students to know and be able to do upon completion of the activity? And, how will you know they have learned it?
6) How will students know what they are supposed to accomplish by the end of the lesson?
7) How does the lesson connect to Counseling Standards and which area or areas of the Danielson Framework will be visible?
Formal Observation Post-Conference for School Counselors

The purpose of the post-observation conference is to provide reflection and feedback on the observed lesson, and to provide strategies and resources for the school counselor to incorporate and increase its effectiveness. At the post-observation conference, the evaluator and school counselor discuss the observed activity, including the notes taken by the observer and any additional evidence provided by the school counselor. The results of the observation will be reviewed with the counselor. The school counselor reflects on the lesson and how well the student outcomes were met. Professional conversations between the evaluator and the counselor will provide feedback on the observed activity and may identify additional strategies and resources. The discussion between the evaluator and counselor needs to focus on the relative areas of strength (reinforcement) and relative areas of weakness (refinement). School counselors may bring additional evidence that supports the lesson observed to share with the evaluator.

Suggested FORMAL OBSERVATION POST-CONFERENCE QUESTIONS:

1) What are your general impressions about how the activity went, and did it achieve the objectives that you wanted?
2) Why do you think that certain areas were successful or not successful?
3) What role did counseling techniques and assessment play in the activity? What evidence do you have of student learning, and what does that evidence reveal about students’ levels of understanding?
4) What, if anything, would you have done differently or changed during the lesson?
5) [Evaluator identifies one area of strength and provides evidence] Why do you think this part of the lesson worked so well?
6) [Evaluator identifies one area of weakness and provides evidence] Why do you think this part of the lesson didn't work well?
7) [Evaluator gives recommendation for how to improve future practice] What type of professional development support can the district or I provide
Danielson Framework- School Counselor Self-Reflection Rubric

This document is to be used as a conversation starter regarding practices during the Formal Observation Pre-Conference. If a counselor chooses to write or reflect in a narrative format they may, but the narrative is not required. This Self-Reflection is to be kept by the counselor and used for personal reflection and professional growth. Evaluators will not keep a copy of this document.

Counselors may use a Proficiency Continuum to indicate a range of skill level within a domain (ex: Low Proficient, High Basic, etc.).

**Counselor #:** _______________  **Counselor’s Name:** _______________  **Date:** _______________

<table>
<thead>
<tr>
<th>U: Unsatisfactory</th>
<th>B: Basic</th>
<th>P: Proficient</th>
<th>D: Distinguished</th>
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<td>Low</td>
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**Domain 1: Planning and Preparation**

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<tr>
<td>1a: Demonstrating knowledge of counseling theory and techniques</td>
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<tr>
<td>1b: Demonstrating knowledge of child and adolescent development</td>
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<tr>
<td>1c: Establishing goals for the counseling program appropriate to the setting and the students served with consideration given to cultural needs</td>
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<td>1d: Demonstrating knowledge of state and federal regulations and of and of resources both with and beyond the school and district</td>
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<td>1e: Planning the counseling program, integrated with the regular school program</td>
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<td>1f: Developing a plan to evaluate the counseling program</td>
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**Domain 2: The Environment**

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<tr>
<td>2a: Creating an environment of respect and rapport</td>
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<tr>
<td>2b: Establishing a culture for productive communication</td>
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<tr>
<td>2c: Managing routines and procedures</td>
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<tr>
<td>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school</td>
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<tr>
<td>2e: Organizing physical space</td>
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**Domain 3: Delivery of Service**

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<tbody>
<tr>
<td>3a: Assessing student needs</td>
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<tr>
<td>3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans based on knowledge of student needs</td>
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<tr>
<td>3c: Using counseling techniques in individual and classroom programs</td>
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<tr>
<td>3d: Coordinating resources to meet needs</td>
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<tr>
<td>3e: Demonstrating flexibility and responsiveness</td>
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**Domain 4: Professionalism**

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<tbody>
<tr>
<td>4a: Reflecting on practice</td>
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<tr>
<td>4b: Maintaining records and submitting them in a timely fashion</td>
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<td>4c: Communicating with families</td>
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<td>4d: Participating in a professional community</td>
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<td>4e: Engaging in professional development</td>
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<td>4f: Showing professionalism</td>
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### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
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</thead>
<tbody>
<tr>
<td>1a. Demonstrating knowledge of counseling theory and techniques</td>
<td>Counselor demonstrates little understanding of counseling theory and techniques.</td>
<td>Counselor demonstrates basic understanding of counseling theory and techniques.</td>
<td>Counselor demonstrates understanding of counseling theory and techniques.</td>
<td>Counselor demonstrates deep and thorough understanding of counseling theory and techniques.</td>
</tr>
<tr>
<td>1b. Demonstrating knowledge of child and adolescent development</td>
<td>Counselor displays little or no knowledge of child and adolescent development.</td>
<td>Counselor displays partial knowledge of child and adolescent development.</td>
<td>Counselor displays accurate understanding of the typical developmental characteristics of the age group and exceptions to the general patterns.</td>
<td>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.</td>
</tr>
<tr>
<td>1c. Establishing goals for the counseling program appropriate to the setting and the students served with consideration given to cultural needs</td>
<td>Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.</td>
<td>Counselor’s goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.</td>
<td>Counselor’s goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.</td>
<td>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.</td>
</tr>
<tr>
<td>1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</td>
<td>Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.</td>
<td>Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.</td>
<td>Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.</td>
<td>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.</td>
</tr>
<tr>
<td>1e. Planning the counseling program, integrated with the regular school program</td>
<td>Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.</td>
<td>Counselor’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals.</td>
<td>Counselor has developed a plan that includes the important aspects of counseling in the setting.</td>
<td>Counselor’s plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.</td>
</tr>
<tr>
<td>1f. Developing a plan to evaluate the counseling program</td>
<td>Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.</td>
<td>Counselor has a rudimentary plan to evaluate the counseling program.</td>
<td>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.</td>
<td>Counselor’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.</td>
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<tr>
<td>Domain 2: The Environment</td>
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<td><strong>Distinguished</strong></td>
</tr>
<tr>
<td>2a. Creating an environment of respect and rapport</td>
<td>Counselor’s interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.</td>
<td>Counselor’s interactions are a mix of positive and negative; the counselor’s efforts at encouraging positive interactions among students are partially successful.</td>
<td>Counselor’s interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.</td>
<td>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.</td>
</tr>
<tr>
<td>2b. Establishing a culture for productive communication</td>
<td>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.</td>
<td>Counselor’s attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.</td>
<td>Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.</td>
<td>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.</td>
</tr>
<tr>
<td>2c. Managing routines and procedures</td>
<td>Counselor’s routines for the counseling center or classroom work are nonexistent or in disarray.</td>
<td>Counselor has rudimentary and partially successful routines for the counseling center or classroom.</td>
<td>Counselor’s routines for the counseling center or classroom work effectively.</td>
<td>Counselor’s routines for the counseling center or classroom are seamless, and students assist in maintaining them.</td>
</tr>
<tr>
<td>2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school</td>
<td>Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.</td>
<td>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.</td>
<td>Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.</td>
<td>Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.</td>
</tr>
<tr>
<td>2e. Organizing physical space</td>
<td>The physical environment is in disarray or is inappropriate to the planned activities.</td>
<td>Counselor’s attempts to create an inviting and well-organized physical environment are partially successful.</td>
<td>Counseling area or classroom arrangements are inviting and conducive to the planned activities.</td>
<td>Counseling area arrangements are inviting and conducive to the planned activities. Student needs or feedback is considered to contribute to the arrangement.</td>
</tr>
</tbody>
</table>
### Domain 3: Delivery of Service

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>3a. Assessing student needs</td>
<td>Counselor does not assess student needs, or the assessments result in inaccurate conclusions.</td>
<td>Counselor’s assessments of student needs are perfunctory.</td>
<td>Counselor assesses student needs and knows the range of student needs in the school.</td>
<td>Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.</td>
</tr>
<tr>
<td>3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans based on knowledge of student needs</td>
<td>Counselor’s program is independent of identified student needs.</td>
<td>Counselor’s attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.</td>
<td>Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.</td>
<td>Counselor helps individual students and teachers formulate academic, personal/social, and career plans.</td>
</tr>
<tr>
<td>3c. Using counseling techniques in individual and classroom programs</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>3d. Coordinating resources to meet needs</td>
<td>Counselor does not make connections with other programs in order to meet student needs.</td>
<td>Counselor’s efforts to broker services with other programs in the school are partially successful.</td>
<td>Counselor brokers with other programs within the school or district to meet student needs.</td>
<td>Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.</td>
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<tr>
<td>3e. Demonstrating flexibility and responsiveness</td>
<td>Counselor adheres to the plan or program, in spite of evidence of its inadequacy.</td>
<td>Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.</td>
<td>Counselor makes revisions in the counseling program when they are needed.</td>
<td>Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.</td>
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</table>
## Domain 4: Professional Responsibilities

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<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Basic</th>
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<th>Distinguished</th>
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<tbody>
<tr>
<td>4a. Reflecting on practice</td>
<td>Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.</td>
<td>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.</td>
<td>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.</td>
<td>Counselor’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.</td>
</tr>
<tr>
<td>4b. Maintaining records and submitting them in a timely fashion</td>
<td>Counselor’s reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.</td>
<td>Counselor’s reports, records, and documentation are generally accurate but are occasionally late.</td>
<td>Counselor’s reports, records, and documentation are accurate and are submitted in a timely manner.</td>
<td>Counselor’s approach to record keeping is highly systematic and efficient, and serves as a model for colleagues in other schools.</td>
</tr>
<tr>
<td>4c. Communicating with families</td>
<td>Counselor provides no information to families, either about the counseling program as a whole or about individual students.</td>
<td>Counselor provides limited, though accurate, information to families about the counseling program as a whole and about individual students.</td>
<td>Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.</td>
<td>Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.</td>
</tr>
<tr>
<td>4d. Participating in a professional community</td>
<td>Counselor’s relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.</td>
<td>Counselor’s relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.</td>
<td>Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</td>
<td>Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.</td>
</tr>
<tr>
<td>4e. Engaging in professional development</td>
<td>Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.</td>
<td>Counselor’s participation in professional development activities is limited to those that are convenient or are required.</td>
<td>Counselor seeks out opportunities for professional development based on an individual assessment of need.</td>
<td>Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</td>
</tr>
<tr>
<td>4f. Showing professionalism</td>
<td>Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.</td>
<td>Counselor is honest in interactions with colleagues, students and the public; does not violate confidentiality.</td>
<td>Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Possible Evidence for Counselors for Domains 1 & 4

Counselors will provide evidence for Domains 1 and 4, as agreed upon with their administrator. These are the “behind the scenes” components, typically not observable in a classroom setting. Evidence for Domains 2 and 3 will be collected via classroom observations and mini walkthroughs.

This list is intended to guide thinking about types of evidence that might be considered for each component. Please note that this list is not comprehensive.

Counselors must be prepared to provide two pieces of evidence for each component. A single piece of evidence may be used to demonstrate multiple components.

Evidence will be evaluated and included in the Summative Evaluation using the Danielson Framework rubrics for Domains 1 and 4. Teachers should carefully select evidence of their proficiency level.

**DOMAIN ONE: PLANNING AND PREPARATION**

1a: Demonstrating Knowledge of Counseling Theory and Techniques

- Philosophy of counseling
- Written statement regarding approach in individual / small group counseling settings
- Activity plan (template) with alignment to comprehensive counseling program
- Sample of online collaboration with colleagues regarding curriculum & instruction
- Ongoing participation in professional education courses or professional groups
- Professional membership
- College courses/ transcripts

1b: Demonstrating Knowledge of Child and Adolescent Development

- Collaboration with teachers on how instruction should be/ is adjusted to meet the unique needs of students
- Activity plans differentiating by grade level or topic
- Student interest notecards/ inventory or data (anecdotal notes)
- Samples of student learning profile data
- Activities that incorporate sharing or events
- Evidence of cultural events attended with reflection
- Parent/ student survey result analysis
- Intervention/ enrichment group plans
- Seating chart: students seated with specific/ appropriate reasons
- Notes about individual learners, including those from IEP/504/ELL/ELP plan meetings
- Assist teachers in developing classroom management plans and tracking data
- Participate in student support teams
- 504 development
- FBA/BIP development
- Classroom behavior observations and modeling
- Developing appropriate interventions
1c: Establishing Goals for the Counseling Program
- Activity plans that connect to comprehensive counseling program standards
- Activity plans that indicate a variety of instructional strategies leading to an outcome
- Samples of differentiated learning activities (material, assessments, strategies, benchmarks)
- Learning targets/ “I Can” statements in activity plans or posted
- Lists of essential questions linked to outcomes
- Year at a Glance to ensure standard delivery
- Evaluation of counselor recommended time allotments
- Assessments of counseling program needs

1d: Demonstrating Knowledge of State and Federal Regulations and Resources
- Lesson/unit/intervention plans (personal safety, digital citizenship, weapons policy)
- Research and implementation of MTSS (RTI) strategies and resources
- Professional memberships
- Inservice participation
- Staff Development
- Communication with appropriate child protection agencies
- Crisis Intervention team membership
- PLCP creation
- Resource lists
- Certificates of completion for district and/or state trainings

1e: Planning the Counseling Program Integrated with Regular School Program
- Learning activities that connect classroom teaching
- Activity plans that include a variety of instructional groupings and materials
- Activity plans that connect to learning standards
- Activity plans that include technology resources
- Evidence of participation at school events
- Flexible scheduling to meet school needs
- Calendars

1f: Designing a Plan to Evaluate the Counseling Program
- Activity plans that include appropriate assessment plans tied to standards and outcomes
- Rubrics for activities/ outcomes
- Anecdotal notes from conferences with students
- Student work samples
- Student self-assessments
- Evaluation of counselor recommended time allotments
- Year at a Glance to ensure standard delivery
- Teacher feedback on student performance based on interventions
- 504 compliance
- Surveys
- Self-evaluations
- Program/ event evaluations
**DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES**

**4a: Reflecting on Practice**
- Written reflections on lesson implementation and changes to make in the future.
- Documentation of discussion with principal, colleague, and/or PLC team
- Reflection related to data
- Reflection from a conference or workshop attended
- Reflective notes related to observing a colleague or being observed by a colleague (e.g. instructional tours)
- Reflection on PowerSchool log reports
- Testing documents
- Adjusting practice and strategies that show a repertoire of techniques

**4b: Maintaining Records and Submitting Them in a Timely Fashion**
- Link to counseling website with accurate, updated counseling-related information
- List of individual student and group interventions
- Log entries (print reports)
- Emails
- OCS reports (when student information can be removed and protected)
- PLCs
- Low grade reports and documentation of following up with students
- APS checklists
- 504 meeting notices, notes, and/or other documentation
- Counseling websites
- Sign-up sheets from testing (PSAT, ACT, WorkKeys, etc.), school activities (College & Career Night), or field trips (Inside Out Day)
- Documenting study skills/ student success
- Documentation of qualifying for extended resource
- Student Files

**4c: Communicating with Families**
- Log entries (print report)
- Emails
- Logs from school functions (College & Career Night)
- Counseling website
- Documentation of family events (open house, parent-teacher conferences)
- Newsletters

**4d: Participating in a Professional Community**
- ASCA membership card
- Professional resume
- PLC, inservice, professional development notes
- Collaborative emails between colleagues
- Documentation of parent meetings
- Evidence of membership in other professional organization
4e: Engaging in Professional Development

- Certificates or proof of participation in webinars, workshops, or courses
- ASCA membership card
- LPC & maintaining licensure
- Documenting resources used to enhance knowledge or skill (such as resources available through ASCA, journal articles, etc.)
- Evidence of membership in other professional organizations
- State learning modules
- Participation in book studies

4f: Showing Professionalism

- Evidence of participation in grade level, team, department, school, and/or districtwide improvement efforts
- PLC notes or outlines
- Evidence of advocating for my school or students (such as email)
- Ways I have provided students with resources (resource lists, emails, groups, etc.)
- Letters, emails, or notes that communicate my standards, integrity, or contribution to the positive culture of my school
- Personal attendance record
- School board meetings and communication
- Documentation of consultation
- Interviews with students interested in counseling or in the M.Ed. program
- Serving as a mentor for new teachers/counselors
Evaluation Model School Librarian Overview

Purpose
In order to continue with its goal of improving student achievement, the Fairbanks North Star Borough School District makes the professional growth of its educators an ongoing priority. This evaluation process is designed to provide the time for rich and productive discussions between librarians and evaluators, and to support every librarian’s professional growth. Based on the Danielson Framework for Librarians, this evaluation instrument is intended to help school librarians drive their professional growth by reflecting on their practice, identifying their strengths and weaknesses, discussing these with an evaluator, and working towards continued growth.

Steps of the Evaluation Model:
   - Philosophy of Education for School Libraries (submitted by September 15th)
   - Self-Reflection Rubric (educator reviews for discussion at the Pre-Conference)
   - Formal Observation Pre-Conference to discuss:
     - Self-Reflection Rubric
     - The setting of the observation
     - Information about the characteristics of the observation
     - School library objectives
     - Assessment
   - Formal Observation:
     - Tenured - at least one for a minimum of 30 minutes
     - Non-tenured - at least two for a minimum of 30 minutes
   - Formal Observation Post-Conference to:
     - Discuss strengths and weaknesses of the school librarian’s performance
     - Reflectively discuss the observation
     - Discuss performance concerns, if any
     - Formal Observation evidence, if needed, provided by the school librarian within five (5) workdays of Formal Observation Post-Conference
   - Informal Observations
     - Tenured - at least one
     - Non-tenured – at least one
   - School Librarian provides evidence of Domains 1 and 4
   - Final Certified Evaluation Summary
     - Tenured – April 20th
     - Non-tenured – February 15th
Formal Observation Pre-Conference for School Librarians

At the pre-conference the evaluator and school librarian discuss background questions about the librarian’s philosophy and self-reflection, as well as what the evaluator will observe during the formal classroom observation. The background questions should open up a deep and rich discussion driven by the needs and interests of the librarian. The discussion of the upcoming library activity should touch on the characteristics of the learners and the learning environment, as well as specific information about the objectives of the lesson and the assessment of learning. The librarian may also indicate specific areas of feedback that they would like from the evaluator during the observation.

Suggested Formal Observation Background Questions:

1) Discuss your school librarian philosophy and how it fits within the Danielson Framework. Which components fit strongly and support your philosophy?
2) Looking at your self-reflection document and the four domains, discuss the areas in general where you ranked yourself highest and lowest. Explain your rankings. Where would you like to improve? Why?
3) How can I or the school district help with your continued growth in this area or areas?

Suggested Formal Observation Pre-Conference Questions:

1) Describe the lesson and its objectives.
2) Describe the characteristics of these particular learners, as well as any prior learning experiences that are relevant to this lesson. How has respect and rapport been established in the library, and how is it maintained?
3) Describe the instructional strategies that will be used to meet the lesson objectives, including student activities, materials, transitions, questioning strategies, and differentiation.
4) How will you know that all students are engaged and “drawn in” to the lesson?
5) What do you expect students to know and be able to do upon completion of the lesson? And, how will you know they have learned it?
6) How will students know what they are supposed to accomplish by the end of the lesson?
7) How does the lesson connect to the Alaska State Standards and which area or areas of the Danielson Framework will be visible?
Formal Observation Post-Conference for School Librarians

The purpose of the post-observation conference is to provide reflection and feedback on the observed library activity and to provide strategies and resources for the school librarian to incorporate into the lesson to increase its effectiveness. At the post-observation conference, the evaluator and librarian discuss the observed library activity, including the notes taken by the observer and any additional evidence provided by the librarian. The results of the observation will be reviewed with the librarian. The school librarian reflects on the lesson and how well the student learning outcomes were met. Professional conversations between the evaluator and the librarian will provide feedback on the observed library activity and may identify additional strategies and resources. The discussion between the evaluator and librarian needs to focus on the relative areas of strength (reinforcement) and relative areas of weakness (refinement). School librarians may bring additional evidence that supports the lesson observed to share with the evaluator.

Suggested Formal Observation Post-Conference Questions:

1) What are your general impressions about how the library activity went, and did it achieve the objectives that you wanted?
2) Why do you think that certain areas were successful or not successful?
3) What role did questioning techniques and formative assessment play in the lesson? What evidence do you have of student learning, and what does that evidence reveal about students' levels of understanding?
4) What, if anything, would you have done differently or changed during the library activity?
5) [Evaluator identifies one area of strength and provides evidence] Why do you think this part of the activity worked so well?
6) [Evaluator identifies one area of weakness and provides evidence] Why do you think this part of the activity didn’t work well?
7) [Evaluator gives recommendation for how to improve future practice] What type of professional development support can the district or I provide?
Danielson Framework - School Librarian Self-Reflection Rubric

This document is to be used as a conversation starter regarding teaching practices during the Formal Observation Pre-Conference. If a school librarian chooses to write or reflect in a narrative format, they may, but the narrative is not required. This Self-Reflection is to be kept by the school librarian and used for personal reflection and professional growth. Evaluators will not keep a copy of this document.

School librarians may use a Proficiency Continuum to indicate a range of skill level within a domain (ex: Low Proficient, High Basic, etc).

Librarian F#: __________  Librarian’s Name: _____________________________________________________  Date: __________________

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>U</th>
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<tr>
<td><strong>Component</strong></td>
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<tr>
<td>1a: Demonstrating Knowledge of Content Curriculum and Process</td>
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<td>1b: Demonstrating Knowledge of Students</td>
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<td>1c: Setting Instructional Outcomes</td>
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<td>1d: Demonstrating Knowledge of Resources</td>
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<td>1e: Demonstrating a Knowledge of Literature and Lifelong Learning</td>
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<td>1f: Collaborating in the Design of Instructional Experiences</td>
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<th>Domain 2: The Environment</th>
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<tr>
<td>2a: Creating an Environment of Respect and Rapport</td>
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<td>2b: Establishing a Culture for Learning</td>
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<td>2c: Managing Library Procedures</td>
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<td>2d: Managing Student Behavior</td>
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<td>2e: Organizing Physical Space</td>
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<th>Domain 3: Delivery of Service</th>
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<td><strong>Component</strong></td>
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<tr>
<td>3a: Communicating with Clearly and Accurately</td>
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<td>3b: Using Questioning &amp; Research Techniques</td>
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<td>3c: Engaging Students in Learning</td>
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<td>3d: Assessment in Instruction (Whole Class, One-on-One, and Small Group)</td>
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<td>3e: Demonstrate Flexibility and Responsiveness</td>
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<tr>
<td>4a: Reflecting on Practice</td>
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<td>4b: Maintaining Accurate Records</td>
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<td>4c: Communicating with School Staff and Community</td>
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<td>4d: Participating in a Professional Community</td>
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<td>4e: Growing and Developing Professionally</td>
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<td>4f: Collection Development and Maintenance</td>
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Danielson Framework- School Librarian Rubric

Instructions: This rubric provides the measures for each domain and component of the Danielson Framework. Use this to consider your practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgements to the Self-Reflection form. This will provide you with a summary of your current level of practice.

### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
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<th>Basic</th>
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<tbody>
<tr>
<td>1a. Demonstrating knowledge of content curriculum and process</td>
<td>School librarian is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.</td>
<td>School librarian is familiar with the curriculum, but cannot articulate connections with literacies and the research process.</td>
<td>School librarian displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections.</td>
<td>School librarian displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections.</td>
</tr>
<tr>
<td>1b. Demonstrating knowledge of students</td>
<td>School librarian makes little or no attempt to acquire knowledge of students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School librarian does not understand the need for this information in planning and developing the collection.</td>
<td>School librarian demonstrates some knowledge of students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School librarian occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.</td>
<td>School librarian demonstrates adequate knowledge of students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School librarian employs this knowledge in planning for instruction, promoting reading, and developing the resource collection.</td>
<td>School librarian demonstrates thorough knowledge of students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School librarian employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.</td>
</tr>
<tr>
<td>1c. Supporting instructional goals</td>
<td>School librarian 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 instructional services to support these goals.</td>
<td>School librarian 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.</td>
<td>School librarian 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.</td>
<td>School librarian 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.</td>
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### Domain 1: Planning and Preparation (Continued)

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<tr>
<th>Component</th>
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<tbody>
<tr>
<td>1d. Demonstrating knowledge of resources</td>
<td>School librarian has little awareness of the resources with the school’s library collection or resources available electronically, and does not seek resources outside the library.</td>
<td>School librarian 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.</td>
<td>School librarian has commendable knowledge of the resources within the school's library collection, as demonstrated by accessing resources available electronically or online; seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.</td>
<td>School librarian has an extensive knowledge of the resources within the school's library collection, as demonstrated by accessing a variety of electronic and online resources; actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond, as anticipated or as needs arise.</td>
</tr>
<tr>
<td>1e. Demonstrating a knowledge of literature and lifelong learning</td>
<td>School librarian has little knowledge of current and classic literature, and rarely promotes good books, reading for pleasure, and love of learning.</td>
<td>School librarian 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.</td>
<td>School librarian 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.</td>
<td>School librarian 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.</td>
</tr>
<tr>
<td>1f. Collaborating in the design of instructional experiences</td>
<td>School librarian does not collaborate with teachers in planning, implementing, and assessing learning activities.</td>
<td>School librarian collaborates with some teachers to coordinate the use of the library and its resources, and may provide learning experiences that support the unit.</td>
<td>School librarian 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.</td>
<td>School librarian 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.</td>
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## Domain 2: The Environment

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<tr>
<td>2a. Creating an environment of respect and rapport</td>
<td>Interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the school librarian. Some student interactions are characterized by conflict, sarcasm, put-downs and/or are insensitive to students’ ages, cultural backgrounds, and developmental levels.</td>
<td>School librarian, student, and staff interactions are generally polite and respectful, but may reflect inconsistencies, favoritism, and disregard for students’ ages, cultural backgrounds, and developmental levels. Respect toward the school librarian is not always evident.</td>
<td>School librarian demonstrates genuine caring and respect for students and staff, and most students and staff exhibit a mutual respect for the school librarian. Interactions with students are appropriate to the ages, cultures and developmental levels of the students.</td>
<td>School librarian 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 librarian.</td>
</tr>
<tr>
<td>2b. Establishing a culture for learning</td>
<td>School librarian maintains a controlled and stifling environment not conducive to learning.</td>
<td>School librarian maintains an environment that is organized with expectations that students use the library appropriately.</td>
<td>School librarian maintains an environment that is inviting and flexible with expectations that students be productively engaged.</td>
<td>School librarian maintains an environment that is inviting, flexible and with expectations that students are curious, on task and value the library.</td>
</tr>
<tr>
<td>2c. Managing library procedures</td>
<td>Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the school librarian.</td>
<td>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 librarian.</td>
<td>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, the equipment, the facility, and the expertise of the school librarian.</td>
<td>Library guidelines and procedures have been established in the areas of circulation and scheduling for the library to provide for optimal, flexible access to the resources, the equipment, the facility, and the expertise of the school librarian.</td>
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## Domain 2: The Environment (Continued)

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<tr>
<th>Component</th>
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<th>Basic</th>
<th>Proficient</th>
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<tbody>
<tr>
<td>2d. Managing student behavior</td>
<td>School librarian has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior.</td>
<td>School librarian has established standards of conduct, monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students.</td>
<td>School librarian has established and communicated standards of conduct, monitors student behavior, and consistently responds to student misbehavior in ways that are appropriate and respectful to the students.</td>
<td>School librarian 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. Students take an active role in setting the expectations for behavior.</td>
</tr>
<tr>
<td>2e. Organizing physical space</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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### Domain 3: Delivery of Service

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<tr>
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<tr>
<td>3a.</td>
<td>School librarian does not communicate clearly, and directions and procedures are often confusing or not provided at all.</td>
<td>School librarian 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.</td>
<td>School librarian 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.</td>
<td>School librarian clearly communicates directions and procedures, both orally and in writing, responding to input and cues from their patrons. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.</td>
</tr>
<tr>
<td>3b.</td>
<td>School librarian does not use questions effectively, and usually tells the student what to do or leaves them on their own.</td>
<td>School librarian asks questions that guide students and help them think about their research topic.</td>
<td>School librarian often uses open-ended and probing questions to guide students' inquiries and to help students to think critically as they formulate their own questions about their research topic.</td>
<td>School librarian nearly always uses open-ended and probing questions to guide students' inquiries 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.</td>
</tr>
<tr>
<td>3c.</td>
<td>School librarian is not able to recommend or guide students to appropriate engaging resources. Expectations for students are low.</td>
<td>School librarian 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.</td>
<td>School librarian 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.</td>
<td>School librarian recommends or guides students to resources that link well with the content learning goals and 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 librarian.</td>
</tr>
<tr>
<td>3d. Assessment in instruction (whole class, one-on-one, and small group)</td>
<td>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 librarian does not monitor student learning. The school librarian 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.</td>
<td>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 librarian monitors a class of students as a whole, but elicits no diagnostic information. The school librarian 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.</td>
<td>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 librarian monitors groups of student, but makes limited use of diagnostics. The school librarian 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.</td>
<td>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 librarian actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The school librarian 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.</td>
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<tr>
<td>3e. Demonstrating flexibility and responsiveness</td>
<td>The school librarian adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students’ questions. The school librarian makes minimal adjustments to the instructional plan.</td>
<td>The school librarian 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.</td>
<td>The school librarian uses some diverse strategies in seeking ways to ensure successful learning for all students. The school librarian 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.</td>
<td>The school librarian uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. The school librarian makes adjustments to instructional plans, provides interventions as needed, and responds to opportunities arising from spontaneous events to accommodate students’ learning styles, needs, interests, abilities, and questions.</td>
</tr>
<tr>
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<tr>
<td>4a. Reflecting on practice</td>
<td>The school librarian rarely reflects on the effectiveness of services, resources, and instructional strategies.</td>
<td>The school librarian sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.</td>
<td>The school librarian systematically 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 librarian sometimes considers changes necessary to ensure that future needs.</td>
<td>The school librarian systematically 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 librarian regularly considers changes necessary to ensure that future needs are met, based on trends in professional literature and analysis of local school needs.</td>
</tr>
<tr>
<td>4b. Maintaining accurate records</td>
<td>The school librarian does not maintain accurate or current records.</td>
<td>The school librarian maintains records, including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.</td>
<td>The school librarian 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.</td>
<td>The school librarian 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.</td>
</tr>
<tr>
<td>4c. Communicating with school staff and community</td>
<td>School librarian does not communicate with the school community about the library program and services.</td>
<td>The school librarian 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.</td>
<td>The school librarian communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources, and services.</td>
<td>The school librarian effectively communicates with the school, staff, parents, and community to keep them informed, promote the use of the library, and demonstrate library effectiveness based on local, state, and national standards. The school librarian actively solicits feedback and input from the schools, staff, and community to improve instruction, program, and services.</td>
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## Domain 4: Professional Responsibilities (Continued)

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<tr>
<td>4d. Participating in a professional community</td>
<td>School librarian's relationships with colleagues are frequently negative or self-serving, and the school librarian avoids or refuses to be involved in school and district events and projects.</td>
<td>School librarian participates in school and district events and projects when specifically requested. School librarian usually maintains a positive collaborative relationship with colleagues.</td>
<td>School librarian 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.</td>
<td>School librarian 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.</td>
</tr>
<tr>
<td>4e. Growing and developing professionally</td>
<td>School librarian makes no attempt to go beyond what is required for maintaining certification. School librarian resists feedback on performance from either supervisors or more experienced colleagues. School librarian makes no effort to share knowledge with others or to assume professional responsibilities.</td>
<td>School librarian participates in professional activities when convenient. School librarian accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. School librarian contributes to the profession to a limited extent.</td>
<td>School librarian seeks out opportunities for professional development to enhance professional practice. School librarian welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School librarian participates actively in assisting other educators.</td>
<td>School librarian seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. School librarian seeks out feedback from both supervisors and colleagues. School librarian initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.</td>
</tr>
<tr>
<td>4f. Collection development and maintenance</td>
<td>School librarian makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.</td>
<td>School librarian 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.</td>
<td>School librarian 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.</td>
<td>Soliciting input from members of the staff, the students, and the school community the school librarian 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 librarian advocates for necessary increases in funds and in technology, when necessary to maintain a collection that is responsive to changing instructional needs.</td>
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## Additional Components

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<tr>
<td><strong>Managing the library budget</strong></td>
<td>School librarian develops a budget proposal that inadequately reflects the needs of the library program. School librarian is unfamiliar with departmental and/or district guidelines for managing the budget, and often under or overspends.</td>
<td>School librarian develops budget proposals necessary to maintain the library program. School librarian follows department and/or district policies for managing the budget and maintains records.</td>
<td>School librarian develops budget proposals necessary for a comprehensive library program. School librarian follows department and/or district guidelines for managing the budget and maintains accurate records.</td>
<td>Using data effectively, the school librarian develops budget proposals necessary for a progressive and comprehensive library program. School librarian follows department and/or district guidelines for managing the budget and maintains accurate records.</td>
</tr>
<tr>
<td><strong>Managing personnel</strong></td>
<td>School librarian provides minimal training and supervision, and inconsistently uses district tools to provide input to support staff evaluations.</td>
<td>School librarian provides training and supervision, and uses district tools to provide input to support staff evaluations.</td>
<td>School librarian effectively delegates responsibility and provides training, the necessary supervision, and support. Using district evaluation tools, school librarian objectively provides input to support staff evaluations.</td>
<td>School librarian establishes expectations that motivate and guide support staff to perform with independence. School librarian effectively delegates responsibility and provides training, the necessary supervision, and support. School librarian uses district evaluation tools to provide input to support staff evaluations.</td>
</tr>
<tr>
<td><strong>Professional ethics</strong></td>
<td>School librarian does not adhere to the professional ethics of librarianship.</td>
<td>School librarian 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 and the American Library Association’s Code of Ethics. (See addendums A, B, and C.)</td>
<td>School librarian is knowledgeable of the ethics of librarianship, 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.)</td>
<td>Through teaching and practice, the school librarian 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.)</td>
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- Addendum A refers to the "Library Bill of Rights"
- Addendum B is ‘Access to Resources and Services in the School Library Media Program- An Interpretation of the LIBRARY BILL OF RIGHTS’
- Addendum C is the Code of Ethics of the American Library Association
Possible Evidence for School Librarians for Domains 1 & 4

School librarians will provide evidence for Domains 1 and 4, as agreed upon with their administrator. These are the “behind the scenes” components, typically not observable in a classroom setting. Evidence for Domains 2 and 3 will be collected via library observations and mini walkthroughs.

This list is intended to guide thinking about types of evidence that might be considered for each component. Please note that this list is not comprehensive.

School librarians must be prepared to provide two pieces of evidence for each component. A single piece of evidence may be used to demonstrate multiple components.

Evidence will be evaluated and included in the Summative Evaluation using the Danielson Framework rubrics for Domains 1 and 4. Librarians should carefully select evidence of their proficiency level.

### DOMAIN ONE: PLANNING AND PREPARATION

#### 1a: Demonstrating Knowledge of Content Curriculum and Process

- Samples of emails to staff with new library materials
- An article from a library periodical and/or a PLN with examples of how this new idea was incorporated into your library program
- A link to your Good Reads page
- Your book order
- Reports from your circulation system detailing how you improved deficient areas in your collection
- Examples of student/staff requests and evidence of filling those requests

#### 1b: Demonstrating Knowledge of Students

- How you’re supporting the AK State Standards
- Demonstration of a database
- OPAC
- ILL requests
- Introducing your program at new teacher orientation
- Your presentation for Back to School night
- Agendas from team, grade level, and PLC meetings with your participation noted
- Use of reports to show how you have tied collection development with curriculum shifts
- Podcasts, screencasts, etc. that highlight features of your program and that support information seeking skills
1c: Setting Instructional Outcomes

- Post your mission/goals on your website
- Include goals from your department, school, and school district
- Post your course of study; post “What you can expect your 2nd grader to learn in the library this year.”
- Create a student library advisory group

1d: Demonstrating Knowledge of Resources

- Posting to your PLC
- A file for your Inter Library Loan requests
- Communications with the local public library
- Communications with any additional outside resources
- Any partnerships without outside agencies that benefit your students

1e: Demonstrating a Knowledge of Literature and Lifelong Learning

- Your calendar
- Collection development- your consideration file
- Create a Google Form for staff and students to submit recommendations
- Sample Lessons

1f: Collaborating in the Design of Instructional Experiences

- Student lesson reflections (can be easily created with Google Forms)
- End of Year report with narrative
- Teacher evaluation form of services provided by the library with a clear intention of improving library services to benefit staff, students, and community
4a: Reflecting on Practice

- Written reflections on lesson implementation and changes to make in the future
- Documentation of discussion with principal/colleague/PLC team
- Reflection related to data/grade analysis, student surveys, parent surveys
- Reflection from a conference or workshop attended
- Reflective notes related to observing a colleague or a colleague observing me (e.g. instructional tours)
- Personal log (blog)
- Narrative with End of the Year report

4b: Maintaining Accurate Records

- Link to website with accurate, updated, library-related information
- Professional Development Plans
- Log of parent or community contact/communication
- Pages from lesson plan book showing planning organization
- Examples of your reports (monthly reports, student use reports)
- Examples of your budgets

4c: Communicating with School Staff and Community

- Sample of Parent Communication Log (includes phone, email, in-person contacts)
- Log of school functions attended
- Calendar and sample of library newsletters/parent letters
- Parent notes and/or letters to me
- Website that shows how I keep parents informed about what is happening in the school library on a regular basis
- Evidence of appropriate use of social media with parents/families
- Contacts with the local county library
- Social media accounts (twitter, Pinterest, etc.)
- Author visits, newsletter
- Parents Presentations of library resources

4d: Participating in a Professional Community

- Professional resume
- PowerPoint or outline of something I presented to others
- Agenda from a leadership team (school, district, state, or professional association level)
- Log of leadership activities
- Documentation of sharing information or learning with staff
- Meeting or committee notes
- PLC agendas/notes
- Anything that shows how I collaborate with colleagues to improve student learning (enrichment/remediation planning, book study with applied learning, action research, etc.)
- Evidence of participation on an interview panel
- Evidence of serving as a mentor
• Evidence of contributions to the professional life of your school(s), district, and teaching profession (e.g. organizing the Spelling Bee)
• District roles for school media specialists (i.e. district cataloger, upper and lower grade liaison with public library, etc.)
• Supporting district grants (i.e. Snippets)

4e: Growing and Developing Professionally

• Book study groups (could include agenda, notes, actions taken)
• List of course(s) taken or transcript with reflection
• Plans, handouts, agenda, or certificate of attendance from workshops or conferences with reflection
• Achievement of National Board Certification and/or Post Baccalaureate Degrees
• Online portfolio
• Presentation handouts with plans for implementation
• Technology resources used to enhance my knowledge or skill
• Leading district, school, and department-level professional development (presentation handouts)
• Evidence of membership and involvement in professional organizations
• Samples of professional reading with reflection on how they have impacted practice
• Reflective notes related to observing a colleague or a colleague observing me
• PLC agendas/ notes
• Mentoring a new school media specialist or librarian

4f: Collection Development and Maintenance

• Participation in a school and/or districtwide improvement efforts
• PLCs agendas and notes
• Evidence that I advocate for quality public schools
• Evidence that shows I advocate for a student or students
• Ways I have provided students with resources (e.g. after-school support/ mentoring students)
• Letter(s), emails, notes that speak to my standards, integrity, or contribution to the positive culture of my school
• Personal attendance record
• Serving as a new-teacher mentor
• Mail of resources to staff that is related to plagiarism
• Presenting to the staff at a faculty meeting about copyright issues and students/ schools
• Picture of a bulletin board about copyright violation/ plagiarism
• Promoting use of NoodleTools to students, staff, admin, and parents
Evaluation Model School Psychologist Overview

Purpose
In order to continue with its goal of improving student achievement, the Fairbanks North Star Borough School District makes the professional growth of its educators an ongoing priority. This evaluation process is designed to provide the time for rich and productive discussions between school psychologists and evaluators, and to support every psychologist’s professional growth. Based on the Danielson Framework for Psychologist, this evaluation instrument is intended to help school psychologists drive their professional growth by reflecting on their practice, identifying their strengths and weaknesses, discussing these with an evaluator, and working towards continued growth.

Steps of the Evaluation Model:
- Philosophy of Education for School Psychologist (submitted by September 15th)
- Self-Reflection Rubric (educator reviews for discussion at the Pre-Conference)
- Formal Observation Pre-Conference to discuss:
  - Self-Reflection Rubric
  - The setting of the observation
  - Information about the characteristics of the observation
  - School psychologist objectives
  - Assessment
- Formal Observation:
  - Tenured - at least one for a minimum of 30 minutes
  - Non-tenured - at least two for a minimum of 30 minutes
- Formal Observation Post-Conference to:
  - Discuss strengths and weaknesses of the school psychologist’s performance
  - Reflectively discuss the observation
  - Discuss performance concerns, if any
  - Formal Observation evidence, if needed, provided by school psychologist within five (5) workdays of Formal Observation Post-Conference
- Informal Observations
  - Tenured - at least one
  - Non-tenured – at least one
- School Psychologist provides evidence of Domains 1 and 4
- Final Certified Evaluation Summary
  - Tenured – April 20th
  - Non-tenured – February 15th
Formal Observation Pre-Conference for School Psychologists

At the pre-conference, the evaluator and school psychologist discuss background questions about the school psychologist's philosophy and self-reflection, as well as what the evaluator will observe during the formal observation. The background questions should open up a deep and rich discussion driven by the needs and interests of the psychologist. The discussion of the observation should touch on the characteristics of the learners and the learning environment, as well as specific information about the objectives of the observed activity/event. The school psychologist may also indicate specific areas of feedback that they would like from the evaluator during the observation.

Suggested Formal Observation Background Questions:
1) Discuss your Philosophy of Psychology and how it fits within the Danielson Framework. Which components fit strongly and support your philosophy?
2) Looking at your self-reflection document and the four domains, discuss the areas in general where you ranked yourself highest and lowest. Explain your rankings. Where would you like to improve? Why?
3) How can I or the school district help with your continued growth in this area or areas?
4) How do you organize your schedule to assure timeline compliance with testing and paperwork?
5) How do you judge the effectiveness of your work?
6) How do you establish rapport with students during testing sessions?
7) How do you establish rapport with parents during multidisciplinary conferences?
8) What are your short-term plans (within the department) as a school psychologist?
9) What are your long-term plans (within the department) as a school psychologist?
10) How do make the instructional staff aware of the services and additional supports you provide as a school psychologist and/or the services/supports provided by the special education department?
11) What professional development opportunities have you participated in order to maintain/improve upon your education and skills in the last two years?
12) What are your particular strengths as a school psychologist?
13) Is there anything you would like me to specifically observe during the observation?

Suggested Formal Observation Pre-Conference Questions:
1) Describe the activity/event and its outcomes. How will you engage the student(s) in the service? What will you do? What will the students do? Provide any materials that student(s) will be using.
2) Describe the characteristics of these particular learners, as well as any prior learning experiences that are relevant to this activity or group of learners. How has respect and rapport been established with these learners and how is it maintained?
3) Describe the instructional strategies that will be used to meet the activity objectives and how they demonstrate knowledge of child development.
4) How will you know that all students are engaged and “drawn in” to the activity?
5) What do you expect students to know and be able to do upon completion of the activity? And, how will you know they have learned it?
6) How will students know what they are supposed to accomplish by the end of the activity?
7) Which area or areas of the Danielson Framework will be visible during the activity/event?
Formal Observation Post-Conference for School Psychologists

The purpose of the post-observation conference is to provide reflection and feedback on the observed activity/event, and to provide strategies and resources for the school psychologist to incorporate and increase its effectiveness. At the post-observation conference, the evaluator and school psychologist discuss the observed activity, including the notes taken by the observer and any additional evidence provided by the school psychologist. The results of the observation will be reviewed with the psychologist. The school psychologist reflects on the observed activity/event and how well the student outcomes were met. Professional conversations between the evaluator and the psychologist will provide feedback on the observed activity and may identify additional strategies and resources. The discussion between the evaluator and psychologist needs to focus on the relative areas of strength (reinforcement) and relative areas of weakness (refinement). School psychologist may bring additional evidence that supports the lesson observed to share with the evaluator.

Suggested Formal Observation Post-Conference Questions:
1) What are your general impressions about how the activity went, and did it achieve the objectives that you wanted?
2) How successful was your planning and preparation?
3) Did you depart from your original activity plan? If so, in what way and why did you feel the need to depart from the original plan?
4) How did communication with others play a part in this activity?
5) Do you feel your communication was successful? Why or why not?
6) Are there any circumstances or factors in the environment which you feel impacted the effectiveness of the activity? If so, how might these issues be resolved in the future?
7) To what extent were participants productively engaged? How do you know?
8) Overall, how effective was your delivery of service?
9) Comment on different aspects of your service delivery. To what extent were they effective?
10) Did the participants receive the service you expected them to? Were your service goals met? How do you know?
11) What, if anything, would you have done differently or changed during the activity?
12) [Evaluator identifies one area of strength and provides evidence] Why do you think this part of the activity worked so well?
13) [Evaluator identifies one area of weakness and provides evidence] Why do you think this part of the activity didn’t work well?
14) [Evaluator gives recommendation for how to improve future practice] What type of professional development support can the district or I provide?
Danielson Framework- School Psychologist Self-Reflection Rubric

This document is to be used as a conversation starter regarding teaching practices during the Formal Observation Pre-Conference. If a school psychologist chooses to write or reflect in a narrative format they may, but the narrative is not required. This Self-Reflection is to be kept by the psychologist and used for personal reflection and professional growth. Evaluators will not keep a copy of this document.

School Psychologists may use a Proficiency Continuum to indicate a range of skill level within a domain (ex: Low Proficient, High Basic, etc.).

Psychologist F#: _______________  Psychologist’s Name: ______________________________________ Date: _______________

### Domain 1: Planning and Preparation

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<tr>
<th>Component</th>
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<td><strong>1a:</strong> Demonstrating knowledge and skill in using psychological instruments to evaluate students</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td><strong>1b:</strong> Demonstrating knowledge of child and adolescent development and psychopathology</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td><strong>1c:</strong> Establishing goals for psychoeducational services appropriate to the setting and the students served</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td><strong>1d:</strong> Demonstrating knowledge of state and federal regulations and of resources, both within and beyond the school and district</td>
<td>Low</td>
<td>High</td>
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<tr>
<td><strong>1e:</strong> Providing and/or recommending services to meet the needs of individual students, and to support them within the broader educational program</td>
<td>Low</td>
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</tr>
</tbody>
</table>

### Domain 2: The Environment

<table>
<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
<td><strong>2a:</strong> Establishing rapport with students</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td><strong>2b:</strong> Contributes to a culture for positive mental health throughout the school</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
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</tr>
<tr>
<td><strong>2c:</strong> Maintains procedures for referrals established by the Special Education Department</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td><strong>2d:</strong> Establishing standards of conduct in the testing environment</td>
<td>Low</td>
<td>High</td>
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</tr>
<tr>
<td><strong>2e:</strong> Organizing testing space/ materials within the school psychologist’s office</td>
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### Domain 3: Delivery of Service

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<tbody>
<tr>
<td><strong>3a:</strong> Responding to referrals; consulting with teachers and administrators</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td><strong>3b:</strong> Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td><strong>3c:</strong> Psychoeducational case management</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td><strong>3d:</strong> Planning interventions to maximize students’ likelihood of success.</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td><strong>3e:</strong> Demonstrating responsiveness in the referral process</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td><strong>3f:</strong> Communicating results during eligibility meetings and in written reports</td>
<td>Low</td>
<td>High</td>
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### Domain 4: Professionalism

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>4a:</strong> Reflecting on practice</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td><strong>4b:</strong> Communicating with families</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td><strong>4c:</strong> Maintaining accurate records</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td><strong>4d:</strong> Participating in a professional community</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td><strong>4e:</strong> Engaging in professional development</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td><strong>4f:</strong> Showing professionalism</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
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</tr>
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</table>
### Danielson Framework - School Psychologist Rubric

**Employee:** ________________________________  **School(s):** ________________________________  **Date:** ________________________________

**Instructions:** This rubric provides the measures for each domain and component of the Danielson Framework. Use this to consider your practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgements to the Self-Reflection form. This will provide you with a summary of your current level of practice.

#### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students</td>
<td>School psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.</td>
<td>School psychologist uses a limited number of psychological instruments to evaluate students.</td>
<td>School psychologist uses appropriate instruments for the age, developmental level, and reason for referral to evaluate students and determine appropriate educational needs.</td>
<td>School psychologist includes appropriate data from multiple sources to evaluate students and determine appropriate educational needs.</td>
</tr>
<tr>
<td>1b: Demonstrating knowledge of child and adolescent development and psychopathology</td>
<td>School psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.</td>
<td>School psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.</td>
<td>School psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.</td>
<td>School psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology, and knows variations of the typical patterns.</td>
</tr>
<tr>
<td>1c: Establishing goals for psychoeducational services appropriate to the setting and the students served</td>
<td>School psychologist has no clear goals for psychoeducational services, or they are inappropriate to either the situation or the age of the students.</td>
<td>School psychologist’s goals for psychoeducational services are rudimentary, and are partially suitable to the situation and the age of the students.</td>
<td>School psychologist’s goals for psychoeducational services are clear and appropriate to the situation in the school, and to the age of the students.</td>
<td>School psychologist’s goals for psychoeducational services are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with</td>
</tr>
<tr>
<td>1d: Demonstrating knowledge of state and federal regulations and of resources, both within and beyond the school and district</td>
<td>School psychologist demonstrates little or no knowledge of governmental regulations, or of resources for students available through the school or district.</td>
<td>School psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.</td>
<td>School psychologist displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the district.</td>
<td>School psychologist’s knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.</td>
</tr>
<tr>
<td>1e: Providing and/or recommending services to meet the needs of individual students, and to support them within the broader educational program</td>
<td>School psychologist’s recommendations consist of a random collection of unrelated activities, lacking coherence or an overall structure.</td>
<td>School psychologist’s recommendations have a guiding principle and include a number of worthwhile activities, but some of them don’t fit with the broader goals.</td>
<td>School psychologist has developed recommendations that address students’ needs.</td>
<td>School psychologist’s recommendations are easily understood and serve to support students’ needs individually.</td>
</tr>
</tbody>
</table>
## Domain 2: The Environment

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<tr>
<td>2a: Establishing rapport with students</td>
<td>School psychologist’s interactions with students are negative or inappropriate; students appear uncomfortable in the testing environment.</td>
<td>School psychologist’s interactions are a mix of positive and negative; the school psychologist’s efforts at developing rapport are partially successful.</td>
<td>School psychologist’s interactions with students are positive and respectful; students appear comfortable in the testing environment.</td>
<td>School psychologist’s interactions with students are positive and respectful across all settings.</td>
</tr>
<tr>
<td>2b: Contributes to a culture for positive mental health throughout the school</td>
<td>School psychologist makes no attempt to maintain a positive attitude or serve as an example of positive mental health in the school environment.</td>
<td>School psychologist’s attempts to maintain a positive attitude and serve as an example of positive mental health in the school environment.</td>
<td>School psychologist typically maintains a positive attitude and serves as an example of positive mental health in the school environment.</td>
<td>School psychologist consistently maintains a positive attitude and serves as an example of positive mental health in the school environment.</td>
</tr>
<tr>
<td>2c: Maintains procedures for referrals established by the Special Education Department</td>
<td>School psychologist does not follow the established procedures for referrals or meetings.</td>
<td>School psychologist attempts to follow the established procedures for referrals and meetings.</td>
<td>School psychologist follows procedures for referrals and meetings with parents and staff.</td>
<td>School psychologist follows all aspects of referrals and meetings, and clearly communicates these procedures with parents and staff.</td>
</tr>
<tr>
<td>2d: Establishing standards of conduct in the testing environment</td>
<td>No standards of conduct have been established, and school psychologist disregards or fails to address negative student behavior during an evaluation.</td>
<td>Standards of conduct appear to have been established in the testing environment. School psychologist’s attempts to monitor and correct negative student behavior during an evaluation are partially successful.</td>
<td>Standards of conduct have been established in the testing environment. School psychologist monitors student behavior against those standards; response to students is appropriate and respectful.</td>
<td>Standards of conduct have been established in the testing environment. School psychologist’s monitoring of students is subtle and preventative for optimal testing conditions.</td>
</tr>
<tr>
<td>2e: Organizing testing space/ materials within the school psychologist’s office</td>
<td>The testing space/ materials within the school psychologist’s office is disorganized and poorly suited to student evaluations.</td>
<td>The testing space within the school psychologist’s office is not well organized and materials are difficult to find when needed.</td>
<td>The testing space within the school psychologist’s office is well organized and materials are easily found when needed.</td>
<td>The testing space within the school psychologist’s office is highly organized and materials are conveniently stored for when they are needed.</td>
</tr>
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## Domain 3: Delivery of Service

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<tbody>
<tr>
<td>3a: Responding to referrals; consulting with teachers and administrators</td>
<td>School psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.</td>
<td>School psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.</td>
<td>School psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.</td>
<td>School psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.</td>
</tr>
<tr>
<td>3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines</td>
<td>School psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.</td>
<td>School psychologist attempts to administer appropriate evaluation instruments to student, but does not always follow established time lines and safeguards.</td>
<td>School psychologist administers appropriate evaluation instruments to students, and ensures that all procedures and safeguards are faithfully adhered to.</td>
<td>School psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions, and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural timelines and safeguards.</td>
</tr>
<tr>
<td>3c: Psychoeducational case management</td>
<td>School psychologist declines to assume leadership of the evaluation team.</td>
<td>School psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate eligibility paperwork.</td>
<td>School psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed eligibility paperwork.</td>
<td>School psychologist assumes leadership of the evaluation team, and takes initiative in assembling eligibility paperwork for meetings. Eligibility paperwork is prepared in an exemplary manner.</td>
</tr>
<tr>
<td>3d: Planning interventions to maximize students' likelihood of success.</td>
<td>School psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.</td>
<td>School psychologist's plans for students are partially suitable for them, or are sporadically aligned with identified needs.</td>
<td>School psychologist's plans for students are suitable for them and are aligned with identified needs.</td>
<td>School psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.</td>
</tr>
<tr>
<td>3e: Demonstrating responsiveness in the referral process</td>
<td>School psychologist does not follow the referral process or meet referral timelines.</td>
<td>School psychologist meets the referral timeline, but doesn't always follow the referral process.</td>
<td>School psychologist usually meets referral timelines.</td>
<td>School psychologist is continually seeking ways to maximize effectiveness to meet or exceed timelines.</td>
</tr>
<tr>
<td>3f: Communicating results during eligibility meetings and in written reports</td>
<td>School psychologist presents results that are difficult to understand by parents/students and staff.</td>
<td>School psychologist presents results that are sometimes understandable by parents/students and staff.</td>
<td>School psychologist presents results that are usually understandable by parents/students and staff.</td>
<td>School psychologist always presents evaluation results in a clear and concise manner, and that are understandable by parents/students and staff.</td>
</tr>
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</table>
## Domain 4: Professional Responsibilities

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<thead>
<tr>
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<tbody>
<tr>
<td>4a: Reflecting on practice</td>
<td>School psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.</td>
<td>School psychologist’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.</td>
<td>School psychologist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. School psychologist makes some specific suggestions as to how the evaluation process might be improved.</td>
<td>School psychologist’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. School psychologist draws on an extensive repertoire to suggest ways to improve the process.</td>
</tr>
<tr>
<td>4b: Communicating with families</td>
<td>School psychologist fails to communicate with families or communicates in an insensitive manner.</td>
<td>School psychologist’s communication with families is partially successful, but there are occasional insensitivities to cultural and linguistic traditions.</td>
<td>School psychologist communicates with families and does so in a manner sensitive to cultural and linguistic traditions.</td>
<td>School psychologist communicates with families in a manner highly sensitive to cultural and linguistic traditions. School psychologist reaches out to families of students to enhance trust.</td>
</tr>
<tr>
<td>4c: Maintaining accurate records</td>
<td>School psychologist’s records are in disarray; they may be missing, illegible, or stored in an insecure location.</td>
<td>School psychologist’s records are accurate and legible, and are stored in a secure location.</td>
<td>School psychologist’s records are accurate and legible, well organized, and stored in a secure location.</td>
<td>School psychologist’s records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.</td>
</tr>
<tr>
<td>4d: Participating in a professional community</td>
<td>School psychologist’s relationships with colleagues are negative or self-serving, and school psychologist avoids being involved in school and district events and projects.</td>
<td>School psychologist’s relationships with colleagues are cordial, and school psychologist participates in school and district events and projects when specifically requested.</td>
<td>School psychologist participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.</td>
<td>School psychologist makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.</td>
</tr>
<tr>
<td>4e: Engaging in professional development</td>
<td>School psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.</td>
<td>School psychologist’s participation in professional development activities is limited to those that are convenient or are required.</td>
<td>School psychologist seeks out opportunities for professional development based on an individual assessment of need.</td>
<td>School psychologist actively pursues professional development opportunities, and makes substantial contribution to the profession through such activities as offering workshops to colleagues.</td>
</tr>
<tr>
<td>4f: Showing professionalism</td>
<td>School psychologist displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.</td>
<td>School psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.</td>
<td>School psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.</td>
<td>School psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.</td>
</tr>
</tbody>
</table>
Possible Evidence for School Psychologist for Domains 1 & 4

Educators will provide evidence for Domains 1 and 4, as agreed upon with their administrator. These are the “behind the scenes” components, typically not observable in a classroom setting. Evidence for Domains 2 and 3 will be collected via observations.

This list is intended to guide thinking about types of evidence that might be considered for each component. Please note that this list is not comprehensive.

School Psychologist must be prepared to provide two pieces of evidence for each component. A single piece of evidence may be used to demonstrate multiple components.

Evidence will be evaluated and included in the Summative Evaluation using the Danielson Framework rubrics for Domains 1 and 4. School Psychologist should carefully select evidence of their proficiency level.

**DOMAIN ONE: PLANNING AND PREPARATION**

**1a: Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students**
- IQ Tests- Wechsler Preschool and Primary Scale of Intelligence (ages 2:6-7:30), Wechsler Intelligence Scales (ages 16-90), Stanford-Binet Intelligence Scales (ages 2-85+), and Universal Nonverbal Intelligence Test (ages 5-17)
- Academic Achievement Tests- Wechsler Individual Achievement Test (ages 4-50), Young Children's Achievement Test (ages 4-7), and Wide Range Achievement Test (ages 5-94)
- Behavior Rating Scales: Behavior Assessment Scales for Children (ages 6-21, including Teacher Rating Scale, Parent Rating Scale and Self-Report)- Connors' (ages 6-18), Vineland Adaptive Behavior Scales (ages 3-21), Autism Spectrum Rating Scales (ages 2-18), and Asperger's Syndrome Diagnostic Scale (ages 5-18)

**1b: Demonstrating Knowledge of Child and Adolescent Development and Psychopathology**
- Philosophy of Psychology
- Collaboration with teachers on how instruction should be/ is adjusted to meet the unique needs of students
- Written statement regarding approach in individual / small group settings
- Activity plan (template) with alignment to special education program
- Data and/or anecdotal notes
- Evidence of cultural events attended with reflection
- Parent/ student survey result analysis
- Intervention group plans
- Developing appropriate interventions
- Notes about individual learners, including those from IEP meetings
- Participate in student support teams
- FBA/BIP development
- Classroom behavior observations
1c: Establishing Goals for Psychoeducational Services Appropriate to the Setting and the Students Served

- Intervention group plans
- Activity plans (template) that connect to the special education program
- Activity plans that indicate a variety of instructional strategies leading to an outcome
- Samples of differentiated learning activities (material, assessments, strategies, benchmarks)
- Year at a Glance to ensure standard delivery

1d: Demonstrating Knowledge of State and Federal Regulations and of Resources, both within and Beyond the School and District

- Intervention plans
- School psychologist completes assessment of a student and requests a meeting with IEP team members, to be scheduled and completed within 90 calendar days.
- Professional memberships
- Inservice participation
- Staff Development
- Communication with appropriate child protection agencies
- Resource lists
- Certificates of completion for district and/or state trainings

1e: Providing and/or Recommending Services to Meet the Needs of Individual Students, and to Support Them within the Broader Educational Program

- Sample of online collaboration with colleagues regarding special education services and support
- Activity plans that include a variety of instructional groupings and materials
- Activity plans that include technology resources
- Anecdotal notes from conferences with students/parents and/or from IEP meetings
- Evidence of participation at school events
- Flexible scheduling to meet school needs
- Calendars

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

4a: Reflecting on Practice

- Written reflections on activity/event implementation and changes to make in the future
- Documentation of discussion with principal, colleague, PLC and/or IEP team
- Reflection related to data
- Reflection from a conference or workshop attended
- Reflective notes related to observing a colleague or being observed by a colleague (e.g. instructional tours)
- Adjusting practice and strategies that show a repertoire of techniques

4b: Communicating with Families

- Log entries (print report)
- Emails/written correspondence
- Phone records
- Logs from school functions
- Documentation of family events (open house, parent-teacher conferences)
4c: Maintaining Accurate Records

- List of individual student and group interventions
- Log entries (print reports)
- Emails/ written correspondence
- OCS reports (when student information can be removed and protected)
- Low grade reports and documentation of following up with students
- IEP meeting notices, notes, and/or other documentation
- Student Files

4d: Participating in a Professional Community

- Evidence of membership in professional organizations
- Professional resume
- PLC, inservice, professional development notes
- Collaborative emails between colleagues
- Documentation of parent meetings

4e: Engaging in Professional Development

- Certificates or proof of participation in webinars, workshops, or courses
- Professional membership card(s)
- Maintaining licensure
- Documenting resources used to enhance knowledge or skill (such as resources available through National Association of School Psychologist, journal articles, etc.)
- Evidence of membership in professional organizations
- Participation in book studies
- Ongoing participation in professional education courses or professional groups
- College courses/ transcripts

4f: Showing Professionalism

- Evidence of participation in grade level, team, department, school, and/or districtwide improvement efforts
- IEP notes or outlines
- Evidence of advocating for my school/ district or students (such as email)
- Ways I have provided teachers/ students with resources (resource lists, emails, groups, etc.)
- Letters, emails, or notes that communicate my standards, integrity, or contribution to the positive culture of my school district
- Personal attendance record
- Documentation of punctuality
- School board meetings and communication
- Documentation of consultation
- Interviews with students interested in pursuing a career in school psychology or special education
- Serving as a mentor for new teachers/ school psychologists
Evaluation Model Instructional Specialist Overview

Purpose
In order to continue with its goal of improving student achievement, the Fairbanks North Star Borough School District makes the professional growth of its educators an ongoing priority. This evaluation process is designed to provide the time for rich and productive discussions between instructional specialists and evaluators, and to support every specialist’s professional growth. Based on the Danielson Framework for Instructional Specialist, this evaluation instrument is intended to help specialists drive their professional growth by reflecting on their practice, identifying their strengths and weaknesses, discussing these with an evaluator, and working towards continued growth.

Steps of the Evaluation Model:
- **Philosophy of Education** (submitted by September 15th)
- **Self-Reflection Rubric** (educator reviews for discussion at the Pre-Conference)
- **Formal Observation Pre-Conference** to discuss:
  - Self-Reflection Rubric
  - The setting of the observation
  - Information about the characteristics of the observation
  - Instructional specialist objectives
  - Assessment
- **Formal Observation**:
  - Tenured - at least one for a minimum of 30 minutes
  - Non-tenured - at least two for a minimum of 30 minutes
- **Formal Observation Post-Conference** to:
  - Discuss strengths and weaknesses of the instructional specialist’s performance
  - Reflectively discuss the observation
  - Discuss performance concerns, if any
  - Formal Observation evidence, if needed, provided by instructional specialist within five (5) workdays of Formal Observation Post-Conference
- **Informal Observations**
  - Tenured - at least one
  - Non-tenured – at least one
- **Instructional Specialist provides evidence of Domains 1 and 4**
- **Final Certified Evaluation Summary**
  - Tenured – April 20th
  - Non-tenured – February 15th
Formal Observation Pre-Conference for Instructional Specialist

At the pre-conference, the evaluator and instructional specialist discuss background questions about the instructional specialist’s philosophy and self-reflection, as well as what the evaluator will observe during the formal observation. The background questions should open up a deep and rich discussion driven by the needs and interests of the specialist. The discussion of the observation should touch on the characteristics of the learners and the learning environment, as well as specific information about the objectives of the activity/event and assessment of outcomes. The instructional specialist may also indicate specific areas of feedback that they would like from the evaluator during the observation.

Suggested Formal Observation Background Questions

1) Discuss your teaching philosophy and how it fits within the Danielson Framework. Which components fit strongly and support your philosophy?
2) Looking at your self-reflection document and the four domains, discuss the areas in general where you ranked yourself highest and lowest. Explain your rankings. Where would you like to improve? Why?
3) How can I or the school district help with your continued growth in this area or areas?
4) How do you organize your schedule to assure timeline compliance with grant requirements?
5) How do you judge the effectiveness of your work?
6) How do you establish rapport with adult learners?
7) How do make staff aware of the services and additional supports you provide as an instructional specialist?
8) What professional development opportunities have you participated in order to maintain/improve upon your education and skills in the last two years?
9) Is there anything you would like me to specifically observe during the observation?

Suggested Formal Observation Pre-Conference Questions:

1) Describe the activity/event and its outcomes. How will you engage the participants in the service? What will you do? What will the participants do? Provide any materials the participant(s) will be using.
2) Describe the characteristics of these particular learners, as well as any prior learning experiences that are relevant to this activity or group of learners. How has respect and rapport been established, and how is it maintained?
3) Describe the instructional strategies that will be used to meet the activity objectives and how they demonstrate knowledge of adult learners.
4) How will you know that all participants are engaged and “drawn in” to the activity/event?
5) What do you expect the participants to know and be able to do upon completion of the activity? And, how will you know they have learned it?
6) Which area or areas of the Danielson Framework will be visible during the observed activity?
Formal Observation Post-Conference for Instructional Specialist

The purpose of the post-observation conference is to provide reflection and feedback on the observed activity, and to provide strategies and resources for the instructional specialist to incorporate and increase its effectiveness. At the post-observation conference, the evaluator and instructional specialist discuss the observed activity, including the notes taken by the observer and any additional evidence provided by the instructional specialist. The results of the observation will be reviewed with the instructional specialist. The specialist reflects on the observed activity and how well the outcomes were met. Professional conversations between the evaluator and the instructional specialist will provide feedback on the observed activity and may identify additional strategies and resources. The discussion between the evaluator and instructional specialist needs to focus on the relative areas of strength (reinforcement) and relative areas of weakness (refinement). Instructional specialist may bring additional evidence that supports the observed activity to share with the evaluator.

Suggested Formal Observation Post-Conference Questions:

1) What are your general impressions about how the activity went, and did it achieve the objectives that you wanted?
2) Why do you think that certain areas were successful or not successful?
3) How successful was your planning and preparation?
4) Did you depart from your original activity plan? If so, in what way and why did you feel the need to depart from the original plan?
5) How did communication with others play a part in this activity?
6) Do you feel your communication was successful? Why or why not?
7) To what extent were participants productively engaged? How do you know?
8) Overall, how effective was your delivery of service?
9) Comment on different aspects of your service delivery. To what extent were they effective?
10) Did the participants receive the service you expected them to? Were your goals met? How do you know?
11) What, if anything, would you have done differently or changed during the activity?
12) [Evaluator identifies one area of strength and provides evidence] Why do you think this part of the activity worked so well?
13) [Evaluator identifies one area of weakness and provides evidence] Why do you think this part of the activity didn’t work well?
14) [Evaluator gives recommendation for how to improve future practice] What type of professional development support can the district or I provide?
Danielson Framework Instructional Specialist Self Reflection Rubric

This document is to be used as a conversation starter regarding teaching practices during the Formal Observation Pre-Conference. If the instructional specialist chooses to write or reflect in a narrative format they may, but the narrative is not required. This Self-Reflection is to be kept by the instructional specialist and used for personal reflection and professional growth. Evaluators will not keep a copy of this document.

Specialist may use a Proficiency Continuum to indicate a range of skill level within a domain (ex: Low Proficient, High Basic, etc.).

<table>
<thead>
<tr>
<th>Specialist’s F#: ______________</th>
<th>Specialist’s Name: ______________________________________________</th>
<th>Date: ______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>U: Unsatisfactory</td>
<td>B: Basic</td>
<td>P: Proficient</td>
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<tr>
<td></td>
<td>Low</td>
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### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Low</td>
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<tr>
<td>Proficient</td>
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<tr>
<td>Distinguished</td>
<td>Low</td>
<td>High</td>
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</tbody>
</table>

1a: Demonstrating knowledge of current trends and skills of the discipline in specialty area

1b: Demonstrating knowledge of adult learners

1c: Establishing appropriate goals for the instructional support program

1d: Demonstrating knowledge of resources, both within and beyond the school and district

1e: Plans a coherent program of instructional support that is fully integrated with the school and district program

1f: Developing a plan and process for the ongoing assessment and improvement of the instructional support program

### Domain 2: The Environment

<table>
<thead>
<tr>
<th>Component</th>
<th>U</th>
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</table>

2a: Creating an environment of respect which promotes collaboration

2b: Establishing a culture for ongoing instructional improvement

2c: Establishing clear communication of how teachers gain access to instructional support

2d: Establishing and maintaining norms of behavior for professional interactions

2e: Prepare to use physical and virtual space that is conducive to engagement in workshops and training

### Domain 3: Delivery of Service

<table>
<thead>
<tr>
<th>Component</th>
<th>U</th>
<th>B</th>
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<tr>
<td>Distinguished</td>
<td>Low</td>
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<td>High</td>
</tr>
</tbody>
</table>

3a: Collaborating with adult learners in the design of services and support

3b: Sharing expertise with adult learners based on district or teacher

3c: Engaging adult learners

3d: Using resources to support adult learners

3e: Demonstrating flexibility and responsiveness

### Domain 4: Professionalism

<table>
<thead>
<tr>
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<th>P</th>
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</table>

4a: Reflecting on practice

4b: Preparing and maintaining accurate records and reports

4c: Coordinating work with other instructional specialists

4d: Participating in a professional community

4e: Growing and developing professionally

4f: Showing professionalism, including integrity and confidentiality
Danielson Framework- Instructional Specialist Rubric

Instructions: This rubric provides the measures for each domain and component of the Danielson Framework. Use this to consider your practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgements to the Self-Reflection form. This will provide you with a summary of your current level of practice.

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component</td>
</tr>
<tr>
<td>1a. Demonstrating knowledge of current trends and skills of the discipline in specialty area</td>
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<td>1b. Demonstrating knowledge of adult learners</td>
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<tr>
<td>1c. Establishing appropriate goals for the instructional support program</td>
</tr>
<tr>
<td>Component</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>1d. Demonstrating knowledge of resources, both within and beyond the school and district</td>
</tr>
<tr>
<td>1e. Plans a coherent program of instructional support that is fully integrated with the school and district program</td>
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<tr>
<td>1f. Developing a plan and process for the ongoing assessment and improvement of the instructional support program</td>
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# Domain 2: The Environment

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<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Creating an environment of respect which promotes collaboration</td>
<td>There is no evidence of collaboration in addressing needs of teachers. The specialist does not follow through on commitments.</td>
<td>The instructional specialist’s relationships with teachers are cordial. The specialist sporadically follows through with commitments.</td>
<td>Relationships between the instructional specialist and the adult learners are respectful and collaborative, with some contacts initiated by teachers or administrators. The specialist usually follows through on commitments.</td>
<td>Relationships between the instructional specialist and the adult learners are highly respectful and collaborative, with many contacts initiated by teachers or administrators. The specialist consistently follows through on commitments.</td>
</tr>
<tr>
<td>2b. Establishing a culture for ongoing instructional improvement</td>
<td>The instructional specialist sets a negative culture for improving learning and instruction by treating the material as externally mandated and not important to school improvement.</td>
<td>The instructional specialist occasionally promotes and/or models a culture of inquiry and learning. (e.g. Sometimes specialist treats information as externally mandated, and sometimes as important and applicable to instruction.)</td>
<td>Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.</td>
<td>Instructional specialist has established a culture of professional inquiry in which teachers seek opportunities to improve their skills.</td>
</tr>
<tr>
<td>2c. Establishing clear communication of how teachers gain access to instructional support</td>
<td>When teachers want to access assistance from the instructional specialist, they are not sure how to connect with the specialist.</td>
<td>Some communication (e.g. registering for workshops) is clear to teachers or administrators, whereas others (e.g. receiving informal support) are not.</td>
<td>The instructional specialist has established clear communication for teachers to use in gaining access to support.</td>
<td>Communication of instructional support is clear to all teachers or administrators, and has been developed following consultation with administrators and/or teachers.</td>
</tr>
<tr>
<td>2d. Establishing and maintaining norms of behavior for professional interactions</td>
<td>There is no evidence that norms of professional conduct have been established; the specialist is frequently disrespectful in their interactions with whom he/she works.</td>
<td>Instructional specialist has made an effort to establish norms of professional conduct with those he/she works.</td>
<td>Instructional specialist has established clear norms of respect for professional interaction.</td>
<td>Instructional specialist has established clear norms of mutual respect for professional interaction.</td>
</tr>
<tr>
<td>2e. Prepare to use physical and virtual space that is conducive to engagement in workshops and training</td>
<td>Instructional specialist makes poor use of the physical and virtual environment provided. Time is lost due to poor preparation of materials, which results in a lack of participant engagement.</td>
<td>The instructional specialist occasionally makes appropriate use of the physical and virtual environment provided, resulting in partial participant engagement.</td>
<td>Instructional specialist makes good use of the physical and virtual environment provided, resulting in engagement of all participants in the activities.</td>
<td>Instructional specialist makes highly effective use of the physical and virtual environment provided, resulting in a high level of interaction among participants.</td>
</tr>
</tbody>
</table>
### Domain 3: Delivery of Service

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>3a. Collaborating with adult learners in the design of services and support</strong></td>
<td>Instructional specialist declines to collaborate with adult learners in the design of services and support.</td>
<td>Instructional specialist occasionally collaborates with adult learners in the design and implementation of services and support.</td>
<td>Instructional specialist initiates collaboration with adult learners in the design of services and support.</td>
<td>Instructional specialist initiates collaboration with adult learners in the design of services and support, locating additional resources from sources outside the school.</td>
</tr>
<tr>
<td><strong>3b. Sharing expertise with adult learners based on district or teacher identified needs</strong></td>
<td>Instructional specialist models lessons and workshops that are of poor quality or do not address the needs of those being served.</td>
<td>Instructional specialist models lessons and workshops that are mixed in the levels of appropriateness and occasionally meets the needs of the those being served.</td>
<td>Instructional specialist models lessons and workshops that are consistently of high quality and appropriate to meeting the needs of those being served.</td>
<td>The instructional specialist models lessons and workshops that are consistently of high quality and appropriate to meeting the needs of the teachers or schools being served. The instructional specialist conducts extensive follow-up work with teachers or schools.</td>
</tr>
<tr>
<td><strong>3c. Engaging adult learners</strong></td>
<td>The instructional specialist’s efforts to engage participants in learning opportunities are successful less than 25% of the time.</td>
<td>The instructional specialist’s efforts to engage participants in the acquisition of new skills are successful at least 50% of the time.</td>
<td>The instructional specialist’s efforts to engage participants in the acquisition of new skills are successful at least 75% of the time.</td>
<td>The instructional specialist’s efforts to engage participants in the acquisition of new skills are successful 90%+ of the time. Adult learners take initiative in suggesting new areas for growth.</td>
</tr>
<tr>
<td><strong>3d. Using resources to support adult learners</strong></td>
<td>The instructional specialist fails to locate and use resources, even when specifically requested to do so.</td>
<td>The instructional specialist occasionally makes efforts to locate and use resources; reflecting incomplete knowledge of what is available.</td>
<td>The instructional specialist consistently locates and uses resources for adult learners upon request.</td>
<td>The instructional specialist is highly proactive in locating resources for adult learners, anticipating their needs.</td>
</tr>
<tr>
<td><strong>3e. Demonstrating flexibility and responsiveness</strong></td>
<td>Instructional specialist adheres to their plan, in spite of evidence of its inadequacy.</td>
<td>Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.</td>
<td>Instructional specialist revises the support program when it is needed.</td>
<td>Instructional specialist is continually seeking ways to improve the support program and makes changes as needed, in response to student, parent, teacher, and/or administrator input.</td>
</tr>
</tbody>
</table>
## Domain 4: Professional Responsibilities

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
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<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Reflecting on practice</td>
<td>Instructional specialist does not reflect on practice, or the reflections are either inaccurate or self-serving.</td>
<td>Instructional specialist’s reflection on practice is moderately accurate and objective. The reflection does not cite specific examples, and only global suggestions are offered in how performance might be improved.</td>
<td>Instructional specialist’s reflections provide 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 or performance might be improved.</td>
<td>Instructional specialist’s reflections are highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.</td>
</tr>
<tr>
<td>4b. Preparing and maintaining accurate records and reports</td>
<td>The instructional specialist’s records and reports are in disarray; they may be inaccurate, missing, illegible, or stored inappropriately for the document.</td>
<td>The instructional specialist’s records and reports are complete, accurate, legible, well organized, and stored appropriately for the document. Records and reports are usually submitted on time.</td>
<td>The instructional specialist’s records and reports are complete, accurate, legible, well organized, and stored appropriately for the document. Records and reports are consistently submitted on time with few, if any exceptions.</td>
<td>The instructional specialist’s records and reports are complete, accurate, legible, well organized, and stored appropriately for the document. Records and reports are in compliance with all program, district, state, and federal requirements and guidelines. Records and reports are consistently submitted on time with no exceptions.</td>
</tr>
<tr>
<td>4c. Coordinating work with other instructional specialists</td>
<td>Instructional specialist makes no effort to collaborate with other instructional specialists within the district. Instructional specialist’s relationships with colleagues are negative or non-collaborative.</td>
<td>Instructional specialist responds positively to the efforts to collaborate from other instructional specialists within the district. Instructional specialist’s relationships with colleagues are cordial.</td>
<td>Instructional specialist initiates efforts to collaborate with other instructional specialists within the district. Instructional specialist’s relationships with colleagues are characterized by mutual support and respect.</td>
<td>Instructional specialist initiates efforts to collaborate with other instructional specialists within the district, state, and/or nation. The instructional specialist’s relationships with colleagues are characterized by mutual support and respect.</td>
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</table>
## Domain 4: Professional Responsibilities  (Continued)

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<tr>
<th>Component</th>
<th>Unsatisfactory</th>
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<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>4d. Participating in a professional community</td>
<td>The instructional specialist does not participate in a culture of inquiry, resisting opportunities to become involved.</td>
<td>The instructional specialist becomes involved in program's culture of inquiry when invited to do so.</td>
<td>The instructional specialist actively participates in a culture of professional inquiry.</td>
<td>The instructional specialist participates and takes initiative in assuming a leadership role, promoting a culture of professional inquiry.</td>
</tr>
<tr>
<td>4e. Growing and developing professionally</td>
<td>Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.</td>
<td>Instructional specialist's participation in professional development activities is limited to those that are convenient or required.</td>
<td>Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.</td>
<td>Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through activities, such as participating in state or national conferences for other specialists.</td>
</tr>
<tr>
<td>4f. Showing professionalism, including integrity and confidentiality</td>
<td>The instructional specialist does not demonstrate ethical and professional conduct as seen by not accepting responsibility, performing the job incompetently, engaging in nonconstructive and tactless communication, or not practicing collaborative problem solving when appropriate.</td>
<td>The instructional specialist demonstrates ethical and professional conduct as seen by occasionally accepting responsibility, performing the job with limited competency, engaging in constructive and tactful communication, and occasionally practicing collaborative problem-solving when appropriate.</td>
<td>The instructional specialist demonstrates consistent ethical and professional conduct as seen by consistently accepting responsibility, performing the job competently, engaging in constructive and tactful communication, and practicing collaborative problem-solving when appropriate.</td>
<td>The instructional specialist demonstrates consistent ethical and professional conduct as seen by reliably accepting responsibility, performing the job with a high level of competency, engaging and/or initiating constructive and tactful communication, and practicing and/or initiating collaborative problem-solving when appropriate.</td>
</tr>
</tbody>
</table>
Possible Evidence for Instructional Specialist for Domains 1 & 4

Educators will provide evidence for Domains 1 and 4, as agreed upon with their administrator. These are the “behind the scenes” components, typically not observable in a classroom setting. Evidence for Domains 2 and 3 will be collected via classroom observations and mini walkthroughs.

This list is intended to guide thinking about types of evidence that might be considered for each component. Please note that this list is not comprehensive.

Instructional specialist must be prepared to provide two pieces of evidence for each component. A single piece of evidence may be used to demonstrate multiple components.

Evidence will be evaluated and included in the Summative Evaluation using the Danielson Framework rubrics for Domains 1 and 4. Instructional specialist should carefully select evidence of their proficiency level.

**DOMAIN ONE: PLANNING AND PREPARATION**

1a: Demonstrating Knowledge of Current Trends and Skills of the Discipline in Specialty Area
- Philosophy of teaching
- Written statement regarding approach in individual / small group instructional settings
- Activity plan (template) with alignment to comprehensive instructional support program
- Sample of online collaboration with colleagues regarding curriculum & instruction
- Ongoing participation in professional education courses or professional groups
- Professional membership
- College courses/ transcripts

1b: Demonstrating Knowledge of Adult Learners
- Collaboration with teachers on how instruction should be/ is adjusted to meet the unique needs of students
- Activity plans differentiating by grade level or topic
- Student interest notecards/ inventory or data (anecdotal notes)
- Samples of student learning profile data
- Activities that incorporate sharing or events
- Evidence of cultural events attended with reflection
- Adult learners survey result analysis
- Assist teachers in developing classroom management plans and tracking data

1c: Establishing Appropriate Goals for the Instructional Support Program
- Activity plans that connect to comprehensive instructional support program
- Activity plans that indicate a variety of instructional strategies leading to an outcome
- Samples of differentiated learning activities (material, assessments, strategies, benchmarks)
• Lists of essential questions linked to outcomes
• Year at a Glance to ensure standard delivery
• Assessments of instructional support program needs

1d: Demonstrating Knowledge of Resources, Both Within and Beyond the School and District
• Professional memberships
• Inservice participation
• Staff Development
• Resource lists
• Certificates of completion for district and/or state trainings

1e: Plans a Coherent Program of Instructional Support that is Fully Integrated with the School and District Program
• Learning activities sequenced and connected within the lesson plan
• Activity plans that include a variety of instructional groupings and materials
• Activity plans that connect to learning standards
• Activity plans that include technology resources
• Evidence of participation at school events
• Flexible scheduling to meet school needs
• Calendars

1f: Developing a Plan and Process for the Ongoing Assessment and Improvement of the Instructional Support Program
• Activity plans that include appropriate assessment plans tied to standards and outcomes
• Rubrics for activities/outcomes
• Anecdotal notes from conferences with adult learners
• Learner work samples
• Adult learners’ self-assessments
• Year at a Glance to ensure standard delivery
• Teacher feedback on student performance based on interventions
• Surveys
• Self-evaluations
• Program/event evaluations
# Professional Growth Plan - Basic

| F#:_________________ Name:__________________________________________________________ | Purpose: To provide educators structure, assistance, and guidance towards meeting standards for professional practice. A Professional Growth Plan (PGP) is used if the overall domain rating is Basic (developed by administrator and teacher and focused on areas rated Basic). |
| School:________________________________________________________________________ | |
| Start Date:_________________ Completion Date:_________________ | |

## Domain/Component Focus:

## Goal(s) Statement in Terms of Performance Outcomes:

## Strategies: What will the educator do to achieve the goal(s)?

## Source of Data/Proof/Evidence:

## Summation/Results: Were goals achieved? How did they impact instruction?

## Professional Growth Model Satisfactorily Completed?
| Yes __________ | Signatures: |
| No __________ | Administrator: ____________________________ Date: ____________________________ |
| | Teacher: ____________________________ Date: ____________________________ |
### Purpose:
To provide educators structure towards continuous improvement. A teacher will use the Domain Focus instrument for the following school year if the overall domain rating is Proficient or Distinguished (developed by teacher with administrative approval).

| Overall Rating: ______________________ If rated Proficient, do you have any domain ratings of Basic? |
|--------------------------------------------------|--------------------------------------------------|
| Yes_____________ If yes, your Domain Focus will need to include this domain/component. **List the specific domain and component(s):** |
| No_____________ If rated Distinguished, additional Evaluation Alternatives are listed below. |

Based upon your self-reflection, your administrator’s input, and any school or district initiatives, what goal have your identified? What is an area of knowledge or skill that you would like to strengthen?

Describe the connection between this goal and your teaching assignment:

What would success on this goal look like? How will you know when you have achieved it? What could count as evidence of success?

Describe the activities you will do to work toward your goal, and their timelines?

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Timeline:</th>
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</table>

What resources will you need to better achieve your goal?

### Evaluation Alternatives
- Mentoring a non-tenured teacher (with administrative approval)
- Participation in district-established leadership groups
- Participation in building level leadership groups
- Peer coaching
- Action research
- Pursuing an advanced degree related to the education profession
- Facilitating professional development at a statewide, districtwide or building-wide inservice level

### Signatures:
Administrator: ________________________ Date: ____________
Teacher: ______________________________ Date: ____________
### MIDYEAR REVIEW OF GOAL

<table>
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<tr>
<th>Comments by teacher:</th>
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| Comments by administrator: |

<table>
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<tr>
<th>Signatures:</th>
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<tbody>
<tr>
<td>Administrator: ___________________ Date: ____________ Teacher: ___________________ Date: ____________</td>
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</table>
### END OF YEAR REVIEW OF GOAL

**Purpose:** To provide a reflection as educator completes goal.

**Was the goal completed?**

Comments by teacher:

<table>
<thead>
<tr>
<th>Comments by administrator:</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Signatures:</th>
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<tbody>
<tr>
<td><strong>Administrator:</strong> ___________________________ Date: ____________ <strong>Teacher:</strong> ___________________________ Date: ____________</td>
</tr>
</tbody>
</table>
Parent/Guardian Feedback Tool Danielson Framework Alignment

This input form allows for ongoing parent/guardian input, which is important in improving the quality of education for all our students. Forms are available on the district website or at any school office. Copies of completed feedback forms will be made available to teachers upon request.

Teacher _____________________________    Location __________________________

<table>
<thead>
<tr>
<th></th>
<th>Consistently</th>
<th>Most of the Time</th>
<th>Sometimes</th>
<th>Never</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Has knowledge of subject area taught to my child.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Passes on subject knowledge to my child.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Responds to my child in a respectful and positive manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Demonstrates respect and understanding of my child’s cultural values.</td>
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<tr>
<td>5</td>
<td>Maintains a classroom in which my child feels physically and emotionally safe.</td>
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<tr>
<td>6</td>
<td>Has high expectations and encourages my child to do their best.</td>
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<tr>
<td>7</td>
<td>Returns corrected homework within a reasonable time period.</td>
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<tr>
<td>8</td>
<td>Provides useful information about my child’s progress through tests, corrections, and other methods, which ensures and/or reinforces my child’s learning.</td>
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<tr>
<td>9</td>
<td>Regularly communicates with me in a clear way about my child’s behavior and academic progress.</td>
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<tr>
<td>10</td>
<td>Solicits feedback and welcomes my ideas.</td>
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<tr>
<td>11</td>
<td>Responds to my concerns.</td>
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<tr>
<td>12</td>
<td>Lets me know when special concerns arise.</td>
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<tr>
<td>13</td>
<td>Provides appropriate assistance so that I can help my child at home.</td>
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</tbody>
</table>

General Comments (additional page may be attached) ____________

This input form allows for ongoing parent/guardian input, which is important in improving the quality of education for all our students. Forms are available on the district website or at any school office. Copies of completed feedback forms will be made available to teachers upon request.

Name (please print) ______________________________ Telephone: ______________________________

Signature ______________________________ Date: ______________________________

*Complete and sign the form, place in sealed envelope and forward to building principal*
### Student Feedback Tool Danielson Framework Alignment

Neither this feedback document or any notes, comments, or other information used in its preparation is a matter of public record.

Teacher ___________________________ Date ___________________________
Course ___________________________ Class Period ____________________

<table>
<thead>
<tr>
<th></th>
<th>Consistently</th>
<th>Most of the Time</th>
<th>Sometimes</th>
<th>Never</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knows this subject well.</td>
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<tr>
<td>2</td>
<td>Is well prepared and organized.</td>
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<td>3</td>
<td>Treats all students with respect.</td>
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<tr>
<td>4</td>
<td>Is approachable and willing to help me.</td>
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</tr>
<tr>
<td>5</td>
<td>Is willing to help me.</td>
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<tr>
<td>6</td>
<td>Encourages and accepts different opinions.</td>
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<tr>
<td>7</td>
<td>Demonstrates respect and understanding of my culture.</td>
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<td>8</td>
<td>Clearly explains objectives, requirements and grading system of the course.</td>
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<tr>
<td>9</td>
<td>Sets high standards and fair expectations for everyone.</td>
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<td>10</td>
<td>Recognizes and acknowledges effort.</td>
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<td>11</td>
<td>Ensures the classroom is safe.</td>
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<tr>
<td>12</td>
<td>Manages class so I can work and learn with few disruptions.</td>
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<tr>
<td>13</td>
<td>Enforces rules fairly and consistently.</td>
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<tr>
<td>14</td>
<td>Encourages cooperation and participation.</td>
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<tr>
<td>15</td>
<td>Presents material in a variety of ways.</td>
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<tr>
<td>16</td>
<td>Teaches in a way that I can understand.</td>
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<tr>
<td>17</td>
<td>Makes class interesting and meaningful to me.</td>
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<tr>
<td>18</td>
<td>Explains assignments clearly.</td>
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<tr>
<td>19</td>
<td>Uses a variety of methods to measure what students learn (tests, projects, discussions, etc.)</td>
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<tr>
<td>20</td>
<td>Helps me with the subject as needed.</td>
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<tr>
<td>21</td>
<td>Keeps me informed of my progress.</td>
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<tr>
<td>22</td>
<td>Encourages me to think for myself.</td>
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<td>23</td>
<td>Grades fairly.</td>
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<tr>
<td>24</td>
<td>Returns corrected assignments and tests within a reasonable time period.</td>
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<tr>
<td>25</td>
<td>Communicates with my family about course information, attendance, behavior and/or academic progress.</td>
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</tr>
</tbody>
</table>

**General Comments** (additional page may be attached) __________________________________________________________
_______________________________________________________________________________________________________

Name (please print) ______________________________________ Telephone ___________________________________
Signature ______________________________________________ Date _______________________________________

*Complete and sign the form, place in sealed envelope and forward to building principal.*