LICENSED EDUCATOR EVALUATION PLAN

Student Growth Educators

Community Unit School District 303
St. Charles, Illinois

EMPOWERING AND INSPIRING ALL LEARNERS

INTRODUCTION

In our quest to strengthen the learning of our students, we have developed this Licensed Educator Evaluation Plan. We are pleased to present this evaluation plan to our school community. We believe that it will serve as a valuable tool in our goal to improve student learning.

As an action of the District's strategic plan, a group of staff members met from 1998 to 2001 to develop quality teaching standards for District 303. Reconvening in 2003, this group worked on standards and recommended *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson as the professional standards for our district. An aligned plan of support for educators to reach our goals was outlined, including: a comprehensive appraisal system; a mentoring and induction program; differentiated and supportive supervision; and a program of staff development. In preparation for bargaining in 2007-2008, a joint committee revised and updated the document based on changes requested by SCEA members and Administration representatives. In 2015-2016, the PERA Joint Committee completed work related to student growth. In accordance with the plan, a joint committee reviews the plan documentation each year and makes revisions.

QUALITY TEACHING STANDARDS
Enable us to attract and retain the highest quality teaching staff by
Recruiting, Selecting, Hiring for Quality, then
Designing and Delivering Systems of Support

Resulting in …
Improved Student Learning
In a Culture of Communication and Community

The Licensed Educator Evaluation Committee began its work in November 2004 and has developed a plan that:

- aligns with District 303 mission and goals;

- incorporates sound research and practices;

- defines professional standards for all educators;

- provides recognition and accountability;

- assists educators in strengthening student learning.

The new Licensed Educator Evaluation plan is a system that:

- engages all participants actively;

- incorporates on-going learning;

- values reflection, reinforcement, and refinement;

- supports reflective conversations between supervisors and educators and among educators.

EVALUATION PLAN COMMITTEE MEMBERS

Members of the 2004-2005 Committee
- Bob Allison, Principal, Norton Creek Elementary School
- Melissa Dockum, Principal, Wredling Middle School
- Denise Herrmann, Assistant Principal, St. Charles North High School
- Laurel Howard, Educator, St. Charles North High School
- Tina Saviano, Educator Mentor Coordinator
- Diana Sandberg, Educator, St. Charles East High School

Members of the 2015-2016 PERA Joint Committee
- Christine Balaskovits, Educator, Bell-Graham Elementary School
- Brett Bearrick, Educator, Munhall Elementary School
- Joe Blomquist, President, SCEA
- Kandace Brink, Educator, Saint Charles North High School
- David Chiszar, Executive Director of Assessment and Accountability
- Audra Christenson, Principal, St. Charles North High School
- Jeff Collons, Educator, Saint Charles East High School
- Michelle Dague, Assistant Principal, Wredling Middle School
- Sean Finn, Educator, Haines Middle School
- Jan Geier, Executive Director of Instruction
- Sara Gilroy, Educator, Norton Creek Elementary School
- Anna LaFronza, Educator, Wredling Middle School
- Tim Loversky, Principal, Thompson Middle School
- Mark Moore, Executive Director of Human Resources
- Jen Mursu, Associate Director Early Childhood
- Patti Palagi, Principal, Bell-Graham Elementary School
- Jim Richter, Assistant Principal, Saint Charles East High School
- Pat Stacey, Educator, Thompson Middle School

Section 1: Overview

COMMUNITY UNIT SCHOOL DISTRICT 303
Licensed Educator Evaluation Process
Student Growth-Related Educators

Note: Informal observations are encouraged, may occur at any time, and may be used in the evaluation process.

Years in Dist. #303	Educator will:	Evaluator will:
Non-Tenured	- Participate in three observations, with-at least two (2) formal observations - Select the assessment to be used for the Type I Student Growth measure - Complete **Student Growth Entries #1-5** and conference(s) for Type III** SLO process by February 15 or *All in Growth option* - Complete **Professional Practice Entries #1-4** by assigned dates - Participate in summative conference prior to the end of March	- Complete three observations, with at least two (2) formal observations of at least 45 minutes/full class period each - Record assessment data rating based on selected Type I student growth measure - Conduct conferences with educator for Type III SLO process - Complete summative evaluation after completing required observations and SLO processes (no later than announced date in March)
Tenured Year 1	- Participate in informal observation process* - Complete **Professional Practice Entries #1 and #4** and submit to evaluator by specified date - Administer Type I and II assessment(s) and use data to inform instruction	- Complete informal observation process at any point - Review Professional Practice Entries - If previous rating was lower than Proficient within the last two summative evaluations, - conduct Professional Support Plan - Student Growth, Observation, and Summative Evaluation requirements follow Non-Tenured guidelines.
Tenured Year 2	- Participate in observation process by end-of-year, upon administrator or educator request - Complete **Professional Practice Entries #1 and #4** and submit to evaluator by specified date - Administer Type I and II assessment(s) and use data to inform instruction - Select the assessment to be used for the Type I Student Growth measure	- Complete formal or informal observation process by May 1*, upon administrator or educator request - Record assessment data rating based on selected Type I student growth measure
Tenured Year 3	- Participate in formal observation process by May 1* - Complete **Professional Practice Entries #1-4** and/or submit to evaluator by specified date - Administer Type I and II assessment(s) and use data to inform instruction - Complete **Student Growth Entries #1-5** and conference(s) for Type III** SLO process by May 1 or *All In Growth Option* - Participate in summative conference prior to the end of the school year	- Complete formal observation process by May 1* - Conduct conferences with educator to approve Type III** SLO process final rating - Conduct summative conference with educator after completion of all Student Growth and Professional Practice Entries - Complete Educator Summative Evaluation prior to the end of the school year

Updated 2023

* Must complete at least two observations in each 3-year cycle, of which one must be a formal observation and one must be informal
** See page 9 for Student Growth timelines.

Summary of Evaluation Documents and Deadlines

Professional Practice Entries	Student Growth Entries
Professional Practice Entry #1 (due by September 30)	Learning Goal and Assessment Student Growth Entry #1 (due before administering pre-test)
Planning Conference Professional Practice Entry #2 (recommended) AND Lesson Plan(s) (required) (at Pre-Observation Conference for a formal observation)	Growth Targets Student Growth Entry #2 (due by date established in Entry #1)
Observation (Evaluator completes/submits document(s))	Midpoint Check-In Student Growth Entry #3 (due by date established in Entry #1)
Reflection Conference Professional Practice Entry #3 (recommended at Post-Observation Conference for a formal observation)	Final Student Population Adjustment Student Growth Entry #4 (due before post-assessment)
Professional Practice Entry #4 (due by February 1st for Non-tenured) (due by May 1st for Tenured)	Actual Outcomes and Teacher Rating Student Growth Entry #5 (due by February 1st for Non-tenured) (due by May 1st for Tenured)
Summative Evaluation (Document completed and submitted by evaluator)	

Observation Process for all Educators

Note: Informal observations are encouraged, may occur at any time, and may be used in the evaluation process.

Formal Observation	Informal Observation (for Evaluation Purposes)
Planning Conference Form Completed By Educator	
Pre-Conference With Educator and Evaluator (Lesson Plan(s) submitted)	
Classroom Observation (at least one instruction period or 45 minutes)	Classroom Observation (can be scheduled or unscheduled)
Reflection Conference Form Completed By Educator prior to Post-Conference	Written Feedback Provided By Evaluator to Educator within 10 school days
Post-Conference with Educator and Evaluator within 10 school days of Observation	Post-Conference upon Educator Request or Notice of Concern within 10 school days of receiving feedback
Written Feedback Provided by Evaluator to Educator within 5 school days of Post-Conference	Written Reflection Provided by Educator (if desired) within 15 school days of receiving feedback

Student Growth Process

In accordance with Title 23 of the Illinois Administrative Code Part 50, District 303 will include student growth measures as part of any educator who holds a teaching license, with the exception of counselors, nurses, psychologists, social workers, and non-teaching speech-language pathologists.

Types of Assessments
The evaluation plan must identify at least two types of assessments for evaluating each category of teacher and one or more measurement models to be used to determine student growth that are specific to each assessment chosen. The evaluation plan must include at least one Type I or Type II assessment and at least one Type III assessment.

Assessment Type	Description from Illinois Administrative Code Part 50, Sub. A, Sec. 50.30
Type I	"A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a nondistrict entity, and is administered either statewide or beyond Illinois"
Type II	"Any assessment developed or adopted and approved for use by the school district and used on a districtwide basis by all teachers in a given grade or subject area"
Type III	"Any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course"

The information listed below outlines the required assessments for student growth measures for all categories of teachers in District 303:

Non Tenured: Type I or II Assessment AND Type III Assessment
Tenured Year 1: No Student Growth Component
Tenured Year 2: Type I or Type II Assessment
Tenured Year 3: Type III Assessment*

Student Growth Educators will use the following assessment and data for the Type I/II Student Growth Rating:
- K-8 Student Growth Educators shall use i-Ready Fall to Spring Student Growth data based on overall building performance at the Educator's home school from the prior year. The Educator and Evaluator shall mutually select either Math or Language Arts assessment data to be used for evaluation purposes.
- 9-12 Student Growth Educators shall use PSAT Spring to Spring Student Growth data based on overall building performance at the Educator's home school from the prior year. The Educator and Evaluator shall mutually select either Math or Language Arts assessment data to be used for evaluation purposes.
- All Early Childhood and Transition Educators shall use an approved Type II assessment.

- First year (non-tenured) educators shall utilize the previous year's student growth data as described above.
- Educators who are transferred shall utilize their prior building's student growth data for evaluation rating purposes. Educators who are assigned to multiple buildings will use the student growth data from their home school. Please see your evaluator if you are unclear.

Educators will be expected to administer Type I and II assessment(s) and use data to inform instruction every year; however, student growth data on Type I or II assessments will only apply to Non-Tenured Educators every year and Tenured Year 2 Educators.

*An educator may choose a PERA-approved Type I or II assessment for the Type III SLO as long as it is not the same assessment used as the Type I/II student growth rating during the same evaluation cycle.

Student Growth Measure Option Summary

Option 1: K-12 All Common Assessments

Type I Selection: I-Ready or PSAT Math or Reading (Building-wide)
Type III Selection: I-Ready or PSAT Math or Reading (Building-wide)
Under this option, the Educator does NOT need to complete any Student Growth Entries
*Non-tenured teachers would choose both Math and Language Arts under this option

Option 2: EC/Transition All Common Assessments

Type II Selection: Department-Created Type II Assessment
Type III Selection: Alternate Department-Created Type II Assessment
Under this option, the Educator may complete any Student Growth Entries with the PLC Team

Option 3: "Choose-Your-Own-Assessment"

Type I/II Selection: I-Ready or PSAT Math or Reading (Building-wide) or Type II Assessment
Type III Selection: Select or create an alternate student growth measure. Complete Student Growth
Entries #1-5 as outlined on page 7
Under this option, the Educator should follow the instructions that follow this summary

Student Learning Objectives

What are Student Learning Objectives?
Effective teachers have learning goals for their students and use assessments to measure progress toward these goals. They review state and national standards, account for students' starting points, give assessments aligned to those standards, and measure how their students grow during the school year.

A Student Learning Objective is a long-term academic goal that teachers and evaluators set for groups of students. It is:
- Specific and measurable
- Based on available prior student learning data
- Aligned to standards
- Based on growth and achievement

The Purpose of Student Learning Objectives (SLO)
The process of setting SLOs requires teachers to create standards-aligned goals and to use assessments to measure student progress. This allows teachers to plan backwards from an end vision of student success, ensuring that every minute of instruction is pushing teachers and schools toward a common vision of effective instruction and student achievement. The process of using SLOs supports teachers in using these practices in their everyday work. The goal is to support purposeful planning of effective instructional practices, close monitoring of student progress, and ultimately, greater student achievement.

Overview of SLO Process
There are five elements of the SLO process:

Element #1- Learning Goal
Element #2- Assessment
Element #3- Growth Targets
Element #4- Midpoint Check-In
Element #5- Actual Outcomes and Teacher Rating

Student Learning Objective Framework

Category and Guiding Questions	Required Elements
Learning Goal • What will students learn? • How is the learning goal connected to standards? • Why did you choose this goal?	• Includes a team-based or teacher-based student learning goal • Aligns to standards • Spans a minimum of 6 weeks • Focuses on student learning; it is not activity specific • Is rigorous and has high impact on student learning • Has a skill set that is essential for later learning • Appropriate for the interval of instructional time
Population • What students will this goal address? • How many students will this learning goal address?	• Includes teacher's total student population by subject/level, unless educator and evaluator agree otherwise • Includes students who have been continuously enrolled • Includes students who have taken pre/post-assessments within testing window • Students with special circumstances can be removed as agreed upon by educator and evaluator
Assessment • How are you going to measure student growth? • Why is this assessment best for your goal? • What data will you collect & analyze?	• Aligns with standards • Targets specific academic content, skills, or behaviors • Pre-assessment and post-assessment that assess same standards • Produces timely and useful data • Standardized: has the same content, administration, and results reporting for all students (see Assessment Criteria document) • Assessment is secure
Expected Growth Target • How much are your students going to grow? • How was the target determined?	• Based on pre-assessment and other relevant data • Growth is expressed in points (e.g. percentage points, scale score points, rubric points) • Team or individual teachers have set growth targets for individual students or groups of students

Updated 2023

Element 1: Learning Goal and Instruction
(Complete Student Growth Entry #1 before administering pre-test)

Learning Goal

A learning goal is a long-term expectation for advancing student learning. In terms of an SLO, the goal is a broad statement of what students will be expected to know or do by the end of a course or unit of instruction. It should be aligned to the student assessment. District 303 has identified the following criteria for goals. A goal must be:

Targets specific academic content, skills, and behaviors based on standards or district curriculum
Goals should target specific content, skills, or behaviors. "9th Grade Language Arts" or "Chemistry" would not be an acceptable goal since the teacher should be more specific with what skills or concepts will be taught. "Students will increase their comprehension, vocabulary, and fluency in reading" is much more descriptive in terms of skills and content than "9th Grade Language Arts." Additionally, goals should be aligned to standards.

Targets semester-long, trimester-long, quarter-long, or course-long content, skills, or behaviors
Because the content/skills need to be rigorous and have high impact on student learning, the goal should span an instructional period lasting no less than 6 weeks.

Rigorous
Goals need to be rigorous, meaning the content/skill being taught should be standards-aligned and appropriate for the course and/or grade-level of the students. A goal should match the skill level of the students. The content/skill should match what is being assessed on the identified assessment.

High Impact
The goal should provide students with knowledge and skills within the content beyond the current unit of instruction. The knowledge and skills should also transfer across multiple disciplines.

Is measurable
A measurable goal means that you can assess whether your students have learned the content/skills.

Collaboration encouraged
Teachers are encouraged to collaborate with other teachers in the same department, grade level, or subject area to ensure goals are aligned within and across courses.

Population

With the following exceptions, all students who are on a teacher's roster in the identified course/subject are included in the SLO. There may be exceptions in certain situations:
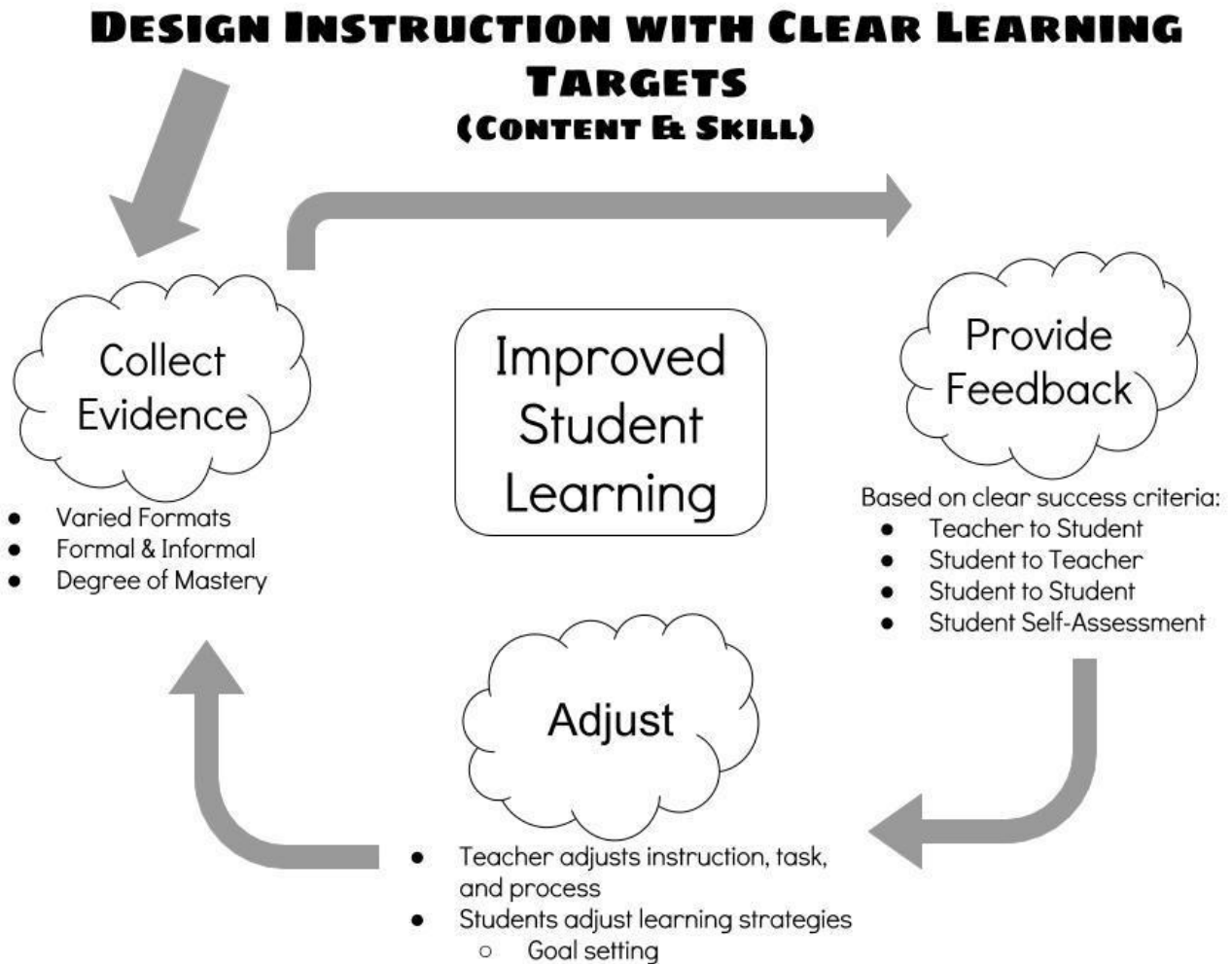- Less than 80% attendance during the unit of instruction
- No pre-assessment and/or post-assessment data is available for the student
- Other exceptions are allowed, based on evaluator approval

Here are some example learning goals from national models:

Grade Level & Subject	Assessment	Goals:
1st Grade Number Sense	AVMR	Students will improve number sense through a focus on structuring numbers.
2nd Grade Writing	Calkins Writing Progressions	Students will write using structure, idea development and conventions appropriate to the task.
5th Grade Social Studies	District Rubric for text dependent responses	Students will develop responses to text dependent questions using text evidence and supporting ideas.
6th Grade Language Arts	SRI	Students will increase their comprehension, vocabulary, and fluency in reading.
9th-12th Grade Literacy	Teacher/Student-created Rubric	Students will be able to write reflections that respond to a particular reading, that demonstrate higher order thinking.
Biology I	District-wide end-of- course assessment	Students will use the scientific method to organize, analyze, evaluate, make inferences, and predict trends from biology data.
9th Grade Art	PLC-created Art Rubric	Students will improve their ability to draw from direct observation via studies of still life, skulls, African masks, etc.
9th Grade Algebra	Type III Assessment	The students will demonstrate an understanding and apply quadratics and exponent rules.
AP US History	AP DBQ rubric and AP Free-Response Question	AP US History students will increase their ability to identify and create the key elements of a strong DBQ response including a clear thesis statement, presentation of strong supportive arguments, and incorporation of primary documents.

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Instruction

Instruction matters. Begin with the collection of evidence based on the pre-determined SLO. Instruction should be designed with clear learning targets in mind: consider standards, content, and skills.

DESIGN INSTRUCTION WITH CLEAR LEARNING TARGETS
(CONTENT & SKILL)

Collect Evidence
- Varied Formats
- Formal & Informal
- Degree of Mastery

Improved Student Learning

Provide Feedback

Based on clear success criteria:
- Teacher to Student
- Student to Teacher
- Student to Student
- Student Self-Assessment

Adjust
- Teacher adjusts instruction, task, and process
- Students adjust learning strategies
  - Goal setting

Element 2: Assessment
(Included with Student Growth Entry #1)
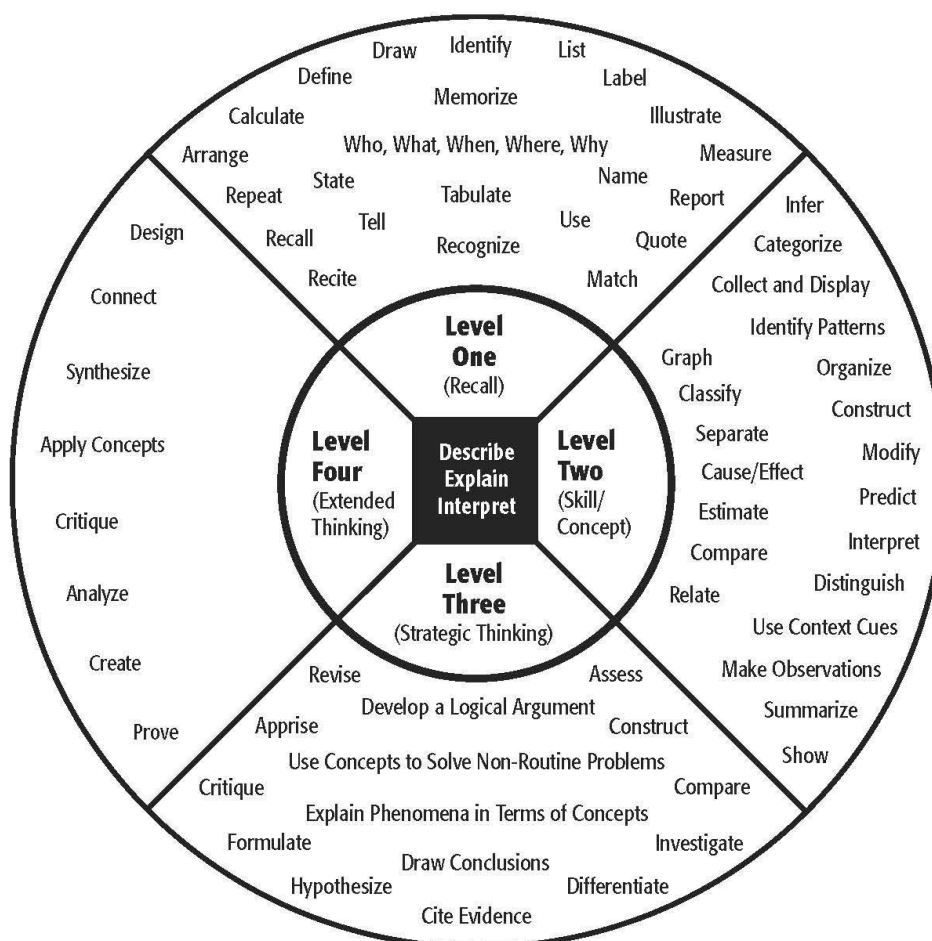
Choose & Administer Baseline Assessment(s)
Before administration, the assessment must be either approved by the evaluator or be listed on the pre-approved list of assessments. *If mutual agreement cannot be reached by the educator and evaluator after discussing and/or revising the assessment, individuals should contact the Director of Human Resources and/or SCEA President.*

Assessments are central to the SLO process. Whether and to what extent students have met the goals set for their learning is determined by their performance on an end-of-unit assessment. Choosing a quality assessment is, therefore, an important first step. Teachers and evaluators must be confident that the chosen assessment is aligned to the content standards, is appropriately rigorous for the grade level/course, includes questions that assess prerequisite knowledge and higher order thinking skills, and is formatted in a way that is clear and free from bias.

Moreover, it is recommended that those who teach the same course or grade use a common assessment wherever available. This helps ensure fairness and consistency across classes, and encourages teachers to collaborate around student learning.

Teachers will need to collect baseline data on students in order to better understand students' strengths and weaknesses when setting growth targets. Knowing where each student starts the year, and knowing what they already have mastered and have yet to master, can help inform your instruction. Teachers should look for as much viable data as possible when determining students' strengths and weaknesses. Additional relevant data will provide a more comprehensive picture of students' starting points and will help facilitate grouping students when creating growth targets. Therefore, teachers should collect multiple data points on students to help create that more comprehensive picture of student strengths and weaknesses.

Depth of Knowledge (DOK) Levels

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Analyze and synthesize information from multiple sources.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Describe and illustrate how common themes are found across texts from different cultures.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.		Design a mathematical model to inform and solve a practical or abstract situation.
	Organize, represent and interpret data.	Apply a concept in other contexts.	

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>

Assessment Criteria Checklist   **Title of Assessment** _____

*If assessment is not pre-approved by the PERA Committee, this checklist <u>must</u> be completed by the educator(s) and evaluator.

Alignment	□ Items/tasks cover key standard(s) □ Items/tasks address knowledge and skills that have high impact on student learning and endurance over time
Rigor and Complexity	□ Items, tasks, rubrics are appropriately challenging for the grade-level/course □ Items/tasks require students to use higher-order thinking skills □ Key standard(s) (high impact/endurance) are assessed at greater depths of understanding and/or complexity (multiple DOK levels)
Format	□ Items/tasks are written clearly □ The assessments/tasks are free from bias and do not cue the correct answer □ Item types and lengths of the assessment are appropriate for the subject/grade level □ Tasks and open-ended questions have rubrics that are administered and scored consistently by all who use the assessment

□ Approved
□ Rejected based on the following rationale:

_____

_____

Signature of Evaluator _____   Date _____

Signature of Educator_____   Date _____

- Educator and direct supervisor retain copies.

Administration (to be used as a guide while administering assessment)	● (with a process for progress monitoring along the way)
	● Pre- and Post-Assessments should be administered to all students within the agreed upon testing window. Absent students should make up the assessment within a reasonable amount of time.
	● Students complete the assessment only one time per assessment window
	● Test security is essential:
	   o Students need to take assessments independently
	   o Questions or answers are not reviewed with students
	   o Students should not grade the assessments
	   o Assessment questions should not be sent home with students before or after the assessment. Separate answer sheets should be used whenever possible.
	● Accommodations listed on an IEP or 504 plan must be followed on all assessments

Element 3: Expected Growth Targets

(Complete Student Growth Entry #2 and complete Growth Target Conference by date specified on Student Growth Entry #1)

Once student data is collected and analyzed, teachers need to set growth target goals for students. These can be set for individual or groups of students. These goals are <u>not</u> based on attainment (i.e. all students will get an 85% on the post-assessment), but growth from where the student(s) started.

Baseline data and pre-assessment results can help inform your growth targets. Your growth targets should account for the differing knowledge and skill levels identified by your pre-assessment. Teachers can use the following baseline data at the beginning of the year to help assist in assessing students' strengths and areas for growth:
- Pre-assessment results
- Formative assessments and observation notes
- Previous student grades or achievement data
- Attendance data
- Applicable student criteria (e.g. IEP, ELL, AT)
- Other informative pieces of data relevant to the learning goal

Examples of Growth Targets:

Example of individual growth targets (statistical):

Student	Pre-Assessment	Expected Growth	Expected Outcome
1	75	+12	87
2	52	+20	72

Example of group growth targets (hybrid):

Group 1 (under 70 pts) (+10 points) (Baseline/Summative)	Group 2 (70-85 pts) (+7 points) (Baseline/Summative)	Group 3 (85-100 pts) (+5 points) (Baseline/Summative)
Student 3 (65/75)	Student 1 (73/80)	Student 2 (88/93)
Student 5 (62/72)	Student 4 (77/84)	Student 6 (92/97)

	Pretest	Tier/Band	Expected Outcome
Student 1	75	Meeting	Exceeding
Student 2	52	Progressing	Meeting
Student 3	39	Beginning	Progressing
Student 4	92	Exceeding	Exceeding

Example of tiered growth targets (performance bands):

Beginning= 0 – 40 points

Progressing= 40 – 60 points

Meeting= 60 – 80 points

Exceeding= 80 – 100 points

Element 4: Midpoint Check-In
(Complete Student Growth Entry #3 by date specified in Student Growth Entry #1. Complete Midpoint Check-In Conference if changes are requested)

At your initial meeting for approval of your SLO, you will set a date for a midpoint check-in with your evaluator. Educators will submit their Student Growth Entry Midpoint Check-In at that time. At the Midpoint Check-In, you will determine whether or not changes or adjustments are necessary. Any changes to your SLO need to be approved by your evaluator at this time.

Final Student Population Adjustment
(Complete Student Growth Entry #4 no more than three days prior to administering of post-assessment)
For a variety of reasons, students may not be eligible to be considered part of your SLO final data. These reasons are outlined earlier in this document under Element 1:Learning Goal and Instruction found on page 11. In order for the student to be removed from your SLO outcomes, the population adjustment form must be completed and approved before administering the post-assessment.

Element 5: Actual Outcomes and Teacher Rating
(Complete Student Growth Entry #5 by due date outlined in Student Growth Entry #1)
(Complete Outcome and Rating Conference as part of Summative Conference (or upon request in a non-summative year))

- Administer and score the post-assessment for all students
- Determine the number and percentage of students who achieved their growth targets
- Document and share pre and post assessment data with growth targets with evaluator
- Complete Student Growth Entry #5
- Turn in all information to evaluator one week prior to final SLO meeting

The data from your SLO will determine your teacher rating for the student growth component of your final evaluation. Be prepared to provide evidence in your reflecting conference with your evaluator. Provide additional information that gives insights into the data you collected if needed.

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s).	25% - 50% of Students Met the Indicated Growth Target(s).	50.1% - 75% of Students Met the Indicated Growth Target(s).	Greater than 75% of Students Met the Indicated Growth Target(s).
☐	☐	☐	☐

High School Department Chair Evaluation Procedures

Overview :Department Chairs are taking on evaluations but administration will still have part of the responsibility.The building administration and Department Chairs will discuss how the evaluation caseload will be divided. Efforts will be made to have equal division of evaluation caseloads between administration and Department Chairs. It is not the purpose to have Department Chairs complete all evaluations for their department.   The evaluation process including department chairs will be:

    a. Teachers evaluated by a Department Chair must be proficient or better. If a teacher's evaluation ratings are looking like they are going to end up in a summative with needs improvement or unsatisfactory, an administrator will need to complete the evaluation process.

    b. Non-tenured year 4 teachers must be evaluated by administrator not a Department Chair

    c. Department Chairs will complete the summative if they are completing the rest of evaluation

    d. Generally a tenured teacher will keep an evaluator for an entire 3-year cycle

    e. Teachers may have an evaluation process split between an administrator and Department Chair.

    f. If a teacher requests to not have a Department Chair as their evaluator, they must provide a specific reason and email it to the Assistant Superintendent for HR or designee for approval.

Section 2: Forms

STUDENT GROWTH ENTRY #1 (LEARNING GOAL)
Due prior to administering Pre-assessment

Educator:		Date:	
School(s):		Assignment:	
Title of Assessment			

Describe the Learning Goal (1c)

Identify the content standard(s) associated with the learning goal. Include the text of the content standard(s). (1a)

SLO Timeline

SLO Begin Date _____   End Date _____

Number of students in this SLO _____

Circle one: Type II Assessment   Type III (PERA-approved)   Type III with criteria attached

Pre-assessment window _____   Post-assessment window _____

Student Growth Entry #2 (Growth Targets) due date   _____

Student Growth Entry #3 (Midpoint Check-In) due date   _____

Student Growth Entry #4 (Final Student Population Adjustment) due three days prior to post-test

Student Growth Entry #5 (Actual Outcomes and Teacher Rating) due date   _____

Educator Signature:_____ Date: _____

Direct Supervisor Signature:_____ Date: _____

- Educator and direct supervisor retain copies.

*If assessment is not pre-approved by the PERA Committee, this checklist <u>must</u> be completed by the educator(s) and evaluator.

Alignment	□ Items/tasks cover key standard(s) □ Items/tasks address knowledge and skills that have high impact on student learning and endurance over time
Rigor and Complexity	□ Items, tasks, rubrics are appropriately challenging for the grade-level/course □ Items/tasks require students to use higher-order thinking skills □ Key standard(s) (high impact/endurance) are assessed at greater depths of understanding and/or complexity (multiple DOK levels)
Format	□ Items/tasks are written clearly □ The assessments/tasks are free from bias and do not cue the correct answer □ Item types and lengths of the assessment are appropriate for the subject/grade level □ Tasks and open-ended questions have rubrics that are administered and scored consistently by all who use the assessment

□ Approved
□ Rejected based on the following rationale:

_____

_____

Signature of Evaluator _____   Date _____

Signature of Educator_____   Date _____

- Educator and direct supervisor retain copies.

Administration (to be used as a guide while administering assessment)	● (with a process for progress monitoring along the way)
	● Pre- and Post-Assessments should be administered to all students within the agreed upon testing window. Absent students should make up the assessment within a reasonable amount of time.
	● Students complete the assessment only one time per assessment window
	● Test security is essential:
	    o Students need to take assessments independently
	    o Questions or answers are not reviewed with students
	    o Students should not grade the assessments
	    o Assessment questions should not be sent home with students before or after the assessment. Separate answer sheets should be used whenever possible.
	● Accommodations listed on an IEP or 504 plan must be followed on all assessments

STUDENT GROWTH ENTRY #2 (GROWTH TARGET CONFERENCE)

Provide pre-assessment results and growth targets to your evaluator for your Growth Target Conference.

Educator:		Date:	
School(s):		Assignment:	
Title of Assessment			

Provide pre-assessment results and growth targets to your evaluator for reference during your conference and be prepared to discuss these questions:

- Provide a rationale for determining students' growth targets (1c)

- Describe this group of learners (number of students, IEP, ELL, 504, other unique characteristics. How might the student population impact the learning goal? (1b)

- Other than pre-assessment results, what additional baseline data was used to guide the growth targets? (1f)

- Which students on your class roster were not able to take the pre-assessment during the specified window and why? (1b)

- What adjustments to your instruction, if any, do you intend to make as a result of your baseline data? (3d, 3e)

Signature below indicates agreement on the growth targets provided on separate document.

Educator Signature:_____ Date: _____

Direct Supervisor Signature:_____ Date: _____

- Educator and direct supervisor retain copies.

STUDENT GROWTH ENTRY #3 (MIDPOINT CHECK-IN)
Due to direct supervisor by date listed on Student Growth Entry #2
(Conference is optional unless growth target changes are requested)

Educator:		Date:	
School(s):		Assignment:	
Title of Assessment			

Midpoint Check-In

Will you be making any adjustments to student growth targets?   Yes No

If no, please sign and turn in. If yes, please set up a conference and be prepared to discuss the following questions:

- What adjustments might need to be made? What is your evidence? (3d, 3e)

- Are some students showing more progress than others? Why might that be?

- What instructional strategies have worked best for your students? (3d, 3e)

- Are any instructional strategies not working for your students? What adjustments have you made? (3d, 3e)

- How have you collaborated with peers to work toward goals? (3d, 3e)

- ☐ No changes requested/needed
- ☐ Changes approved
- ☐ Changes rejected based on the following rationale:

_____

Signature acknowledges agreement on growth target adjustments as stated above. Any corrections must be made prior to signing this form.

Educator Signature:_____ Date: _____

Direct Supervisor Signature:_____ Date: _____

- Educator and direct supervisor retain copies.

STUDENT GROWTH ENTRY #4 (FINAL STUDENT POPULATION ADJUSTMENT)
Due to direct supervisor at least three days prior to administering post-assessment.

Educator:		Date:	
School(s):		Assignment:	
Title of Assessment			

List any students listed on the growth target data sheet that you are requesting to be removed from your final SLO data and the reason for omission. (To be selected from: under 80% attendance, no longer enrolled, unable or unavailable to take post-assessment)

Educator Signature:_____ Date: _____

Direct Supervisor Signature:_____ Date: _____

Educator and direct supervisor retain copies.

Year
_____
Type
_____

STUDENT GROWTH ENTRY #5 (ACTUAL OUTCOMES AND TEACHER RATING)
Due to direct supervisor at end of SLO process.

Educator:		Date:	
School(s):		Assignment:	
Title of Assessment			

Check the Student Growth Rating that corresponds to the percentage listed above

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s).	25% - 50% of Students Met the Indicated Growth Target(s).	50.1% - 75% of Students Met the Indicated Growth Target(s).	Greater than 75% of Students Met the Indicated Growth Target(s).
☐	☐	☐	☐

Educator Signature:_____ Date: _____

Direct Supervisor Signature:_____ Date: _____

- Educator and direct supervisor retain copies.

PROFESSIONAL PRACTICE ENTRY #1
Due September 30th

Educator:		Date:	
School(s):		Assignment:	

After examining the domain rubrics and previous observations, what are your strengths as an educator? (4a)

What are your goals for improvement? Why did you select these goals? (1c)

What professional learning have you participated over the last year (if any) that you will implement into your practice this school year? (4d, 4e, 4f)

PROFESSIONAL PRACTICE ENTRY #2
GUIDING QUESTIONS FOR THE PLANNING CONFERENCE

Form may be submitted to evaluator, but it is not required. Educators <u>must</u> submit lessons plans, unit plans, or other evidence of planning for the observed class/period.

Educator:		Planning Conference Date and Time:	
School(s):		Observation Date and Time:	
Assignment:		Reflection Conference Date and Time:	

Purpose:
The purpose of the planning conference is to assist you in being a thoughtful practitioner. These questions are designed to focus your thinking about what learners need to know and be able to do and how you will assess their learning. The numbers after the questions below refer to the components of the domains. You will use these questions as appropriate to prepare for the planning conference prior to the formal observation.

Directions:
Please be prepared to discuss these questions with your observer at the planning conference. You may wish to take notes on this form to clarify your thinking and for your own records.

Briefly describe students in this class and any changes of performance and classroom dynamics since the last conference. (1b)
What are the outcomes of this lesson/service? What do you want students to learn? (1c)
What standards align with this lesson/service? (1a)

What performance data assisted you in choosing these outcomes and how do they fit into the unit of instruction? (1d, 1f)
What instructional strategies do you plan to use to engage students cognitively in the lesson/service? What will you do? What will the students do? (1e)
What difficulties do you anticipate students having? How do you plan to address these difficulties? (1a, 1b, 1c)
How will you differentiate this lesson for diverse learners? Examples may include instruction, materials, products, learning styles, or abilities. (1b)
What instructional materials or resources will you use? (Bring them if necessary.) (1d)
How do you plan to assess achievement of the outcomes? (1f)
On which aspects of the observation do you want specific feedback?

PROFESSIONAL PRACTICE ENTRY #3
REFLECTION CONFERENCE
Form may be submitted to evaluator, but it is not required.

Educator:			
School(s):		Observation Date:	
Assignment:		Observer:	

Purpose:
The purpose of the reflection conference is to provide the opportunity to demonstrate insights, self-evaluation, and refinement of professional practices.

Directions:
Please be prepared to discuss these questions with your observer at the reflection conference. You may want to take notes on this form to clarify your thinking and for your own records.

As I reflect on the lesson/service provided, to what extent were the learners productively engaged in activities that are consistent with the goals and objectives of the lesson/service?
What feedback did I receive from the learners indicating that they achieved understanding and that the goal/objective(s) were met for this lesson/service?
In what ways did the environment impact students' abilities to meet the learning goals (i.e., routines and procedures, standards of student conduct, atmosphere of respect, student conduct, and physical space)?

How did I ensure that students took responsibility for their own learning?

What adjustments did I make? Why? How?

If I had the opportunity to make a change for this same group of learners, what would I do differently?

If there was one thing from this lesson/service that I could share with a colleague, what would it be?

What are the connections between this lesson/service and my professional goals?

Other comments:

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PROFESSIONAL PRACTICE ENTRY #4
Due to Direct Supervisor by February 1st (non-tenured) or May 1st (tenured).

Educator:		Date:	
School(s):		Assignment:	

What progress has been made toward my goal(s)? (Refer to Professional Practice Entry #1)
What new learning did I experience as a result of the observation process and/or student growth work?
What further support/learning do I need as I prepare for next year?

Please include any information that will help illustrate your performance and growth in Domain 4
on the Professional Responsibilities Overview

Educator Signature:_____ Date: _____

Direct Supervisor Signature (signifies receipt): _____ Date: _____

- Copies retained by educator and direct supervisor.

PROFESSIONAL RESPONSIBILITIES OVERVIEW

Form must be submitted to evaluator with Professional Practice Entry #4

Educator:		Date:	
School(s):		Assignment:	

*Please include any information in the table below that will help
illustrate your performance and growth in this domain.*

4a: *Reflecting on Teaching*	
4b: *Maintaining Accurate Records*	
4c: *Communicating with Families*	
4d: *Participating in the Professional Community*	
4e: *Growing and Developing Professionally*	
4f: *Showing Professionalism*	

Summative Evaluation

Educator:		Date:	
Evaluator:		Assignment:	
School(s):			

Non-Tenured   ☐Year 1   ☐Year 2   ☐Year 3   ☐Year 4   ☐Tenured

DOMAIN 1 - Planning and Preparation	Comments:
a. Demonstrating knowledge of content and pedagogy	
b. Demonstrating knowledge of students	
c. Setting instructional outcomes	
d. Demonstrating knowledge of resources	
e. Designing coherent instruction	
f. Designing student assessments	
Rating for Domain 1	☐**Unsatisfactory** ☐**Needs Improvement** ☐**Proficient** ☐ **Excellent**

DOMAIN 2 - Environment	Comments:
a. Creating an environment of respect and rapport	
b. Establishing a culture for learning	
c. Managing classroom procedures	
d. Managing student behavior	
e. Organizing physical space	
Rating for Domain 2	☐**Unsatisfactory** ☐**Needs Improvement** ☐**Proficient** ☐ **Excellent**

DOMAIN 3 - Instruction/Delivery of Services	Comments:
a. Communicating with students b. Using questioning and discussion techniques c. Engaging students in learning d. Using assessment in instruction e. Demonstrating flexibility and responsiveness	
Rating for DOMAIN 3	☐Unsatisfactory ☐Needs Improvement ☐Proficient ☐ Excellent

DOMAIN 4 – Professional Responsibilities	Comments:
a. Reflecting on professional practices b. Maintaining accurate records c. Communicating with families d. Participating in the professional community e. Growing and developing professionally f. Showing professionalism	
Rating for Domain 4	☐Unsatisfactory ☐Needs Improvement ☐Proficient ☐ Excellent

Definition of Performance Evaluation Ratings
Unsatisfactory – Three or more needs improvement ratings, or any unsatisfactory rating. If tenured, unsatisfactory can only be issued after completing the Professional Support Plan. For a tenured educator, a final summative rating of unsatisfactory requires participation in the State of Illinois Remediation Plan.
Needs Improvement – Any ratings which include one or two needs improvement ratings, and no unsatisfactory ratings. For a tenured educator, a state required Professional Development Plan must be developed if the overall Summative evaluation rating is Needs Improvement.
Proficient – Either all proficient ratings or three proficient with one excellent rating.
Excellent – At least two domain ratings of distinguished, of which one must be Domain 3. No ratings lower than proficient.

Performance Evaluation Rating:
☐ *Unsatisfactory*   ☐ *Needs Improvement*   ☐ *Proficient*   ☐ *Excellent*

Continue to the next page to calculate the Summative evaluation rating.

Calculation of Summative Rating

Rating for Student Growth Assessment #1	☐Unsatisfactory	☐Needs Improvement	☐Proficient	☐ Excellent

Rating for Student Growth Assessment #2	☐Unsatisfactory	☐Needs Improvement	☐Proficient	☐ Excellent

Instructions: Locate the rating from Type I/II Student Growth in the top row and the rating from Type III Student Growth in the left column then find the intersection of the two in the matrix to determine the student growth overall rating. For example, Excellent on Type I/II and Needs Improvement on Type III translates to an overall rating of Proficient. Note that each assessment counts equally.

		Type I/II Student Growth Rating			
		Excellent	**Proficient**	**Needs Improvement**	**Unsatisfactory**
Type III Student Growth Rating	**Excellent**	Excellent	Proficient	Proficient	Proficient
	Proficient	Proficient	Proficient	Proficient	Needs Improvement
	Needs Improvement	Proficient	Proficient	Needs Improvement	Needs Improvement
	Unsatisfactory	Proficient	Needs Improvement	Needs Improvement	Unsatisfactory

Student Growth Rating:　☐ *Unsatisfactory* ☐ *Needs Improvement* ☐ *Proficient* ☐ *Excellent*
(from above matrix)

Professional Practice Rating:☐ *Unsatisfactory* ☐ *Needs Improvement* ☐ *Proficient* ☐ *Excellent*
(from prior page)

Instructions: Locate the rating from Professional Practice in the top row and the rating from Student Growth in the left column then find the intersection of the two in the matrix to determine the Summative evaluation rating. For example, Proficient in Professional Practice and Unsatisfactory in Student Growth translates to a Summative rating of Needs Improvement. Note that the Professional Practice rating counts for 70% of the Summative rating and the Student Growth rating counts for 30% of the Summative rating.

		Professional Practice Rating			
		Excellent	**Proficient**	**Needs Improvement**	**Unsatisfactory**
Student Growth Rating	**Excellent**	Excellent	Proficient	Proficient	Needs Improvement
	Proficient	Excellent	Proficient	Needs Improvement	Needs Improvement
	Needs Improvement	Proficient	Proficient	Needs Improvement	Unsatisfactory
	Unsatisfactory	Proficient	Needs Improvement	Needs Improvement	Unsatisfactory

Summative Evaluation Rating: ☐*Unsatisfactory* ☐*Needs Improvement* ☐*Proficient* ☐*Excellent*

_____　　_____　　_____
　　　　Signature of Educator*　　　　　　　　Signature of Evaluator　　　　　　　　　Date
Indicates that content has been seen and discussed

The original signed form is to be sent to Human Resources for inclusion in the educator's personnel file. The educator and evaluator should retain copies.

Section 3: Rubrics

Evaluation Rubric: Teacher

Domain 1 for Teachers: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of content and pedagogy	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.	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.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	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.
1b: Demonstrating knowledge of students	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.	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.	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.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c: Setting instructional outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
1d: Demonstrating knowledge of resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations or universities, and on the Internet.

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1e: Designing coherent instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	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.
1f: Designing student assessments	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.	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.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	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.

Domain 2 for Teachers: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for 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.	Classroom interactions between 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.
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by 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.	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.	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.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to 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.	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.	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.

2d: Managing student behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	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.	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.
2e: Organizing physical space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. 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.	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.	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.

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Domain 3 for Teachers: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. 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.	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.	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 clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	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.
3b: Using questioning and discussion techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some 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.	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.
3c: Engaging students in learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation or inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning, but also to consolidate their understanding.

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3d: Using assessment in instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self or peer assessment. Formative assessments are not used to inform instruction.	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 or to inform instruction. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for individuals and groups of students. Questions and assessments are regularly used to diagnose evidence of learning and inform instructional decisions. Teacher feedback to students is accurate and specific; some students engage in self-assessment. The teacher successfully differentiates instruction to address individual students' needs.	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 based on ongoing formative assessments, to address individual students' misunderstandings and/or gaps in learning.
3e: Demonstrating flexibility and responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Domain 4 for Teachers: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes specific suggestions about how a lesson could be improved.	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.
4b: Maintaining accurate records	The teacher's system for maintaining information on student completion of assignments and student progress in learning, including IEP's, is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning, including IEP's, is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, including IEP's, and non-instructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, including IEP's, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
4c: Communicating with families	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. This would include case manager responsibilities.	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. This would include case manager responsibilities.	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. This would include case manager responsibilities.	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. This would include case manager responsibilities.
4d: Participating in the professional community	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.	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.	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.	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.

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4e: Growing and developing professionally	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.	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.	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.	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.
4f: Showing professionalism	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.	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.	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.	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.

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Evaluation Rubric: Instructional Support Coach

Domain 1 for Instructional Support Coaches: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of pedagogy, coaching roles and practices	In planning and practice, the ISC makes content errors or does not correct errors made by staff. The ISC displays little understanding of prerequisite knowledge important to staff learning of the content. The ISC displays little or no understanding of the range of adult learning approaches suitable to staff learning of the content.	The ISC is familiar with the important concepts in effective instruction and embedded professional learning but displays a lack of awareness of how these concepts relate to one another. The ISC indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The ISC's plans and practice reflect a limited range of adult learning approaches.	The ISC displays solid knowledge of the important concepts in effective instruction and embedded professional learning and how these relate to one another. The ISC demonstrates accurate understanding of prerequisite relationships among topics. The ISC's plans and practice reflect familiarity with a wide range of effective adult learning approaches in the subject.	The ISC displays extensive knowledge of the important concepts in effective instruction and embedded professional learning and how these relate both to one another and to the larger district vision. The ISC demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure adult learning. The ISC's plans and practice reflect familiarity with a wide range of effective adult learning and pedagogical approaches and the ability to anticipate staff misconceptions.
1b: Demonstrating knowledge of adult learners	The ISC displays minimal understanding of how adults 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.	The ISC displays generally accurate knowledge of how adults 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 teachers but to the staff as a whole.	The ISC understands the active nature of adult learning and attains information about levels of development for groups of teachers. The ISC also purposefully acquires knowledge about the staff's varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The ISC understands the active nature of adult learning and acquires information about levels of development for individual staff members. The ISC also systematically acquires knowledge about individual's varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c: Setting instructional outcomes	The outcomes represent low expectations for staff and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as staff 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 staff members.	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 ISC has made no effort at coordination or integration. Outcomes, based on global assessments of staff learning, are suitable for most of the members of the staff.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of staff 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 staff members.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of staff learning, and lead to 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 staff members.

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1d: *Demonstrating knowledge of resources for building and district professional learning*	The ISC is unaware of resources to assist adult learning beyond materials provided by the school or district, nor is the ISC aware of resources for expanding one's own professional skill.	The ISC displays some awareness of resources beyond those provided by the school or district for professional development use and for extending one's professional skill but does not seek to expand this knowledge.	The ISC displays awareness of resources beyond those provided by the school or district, including those on the Internet, for professional development use and for extending one's professional skill, and seeks out such resources.	The ISC's knowledge of resources for professional development use and for extending one's professional skill is extensive, including but not limited to those available through the school or district, in the community, through professional organizations and universities, or on the Internet.
1e: Designing learning to support instructional outcomes	Professional learning is poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage staff in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the professional learning and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different needs. Instructional groups partially support professional learning with some variety. Professional learning has a recognizable structure; but the progression of learning is uneven, with only some reasonable time allocations.	Most of the professional learning is aligned with the instructional outcomes and follow an organized progression suitable to groups of staff members. Professional learning has reasonable time allocations; it represents significant cognitive challenge, with some differentiation for different groups of learners and varied use of instructional groups.	The sequence of professional learning follows a coherent sequence, is aligned to instructional outcomes and is designed to engage staff in high-level cognitive activity. Support is appropriately differentiated for individuals. Instructional groups are varied appropriately, with some opportunity for participant choice.
1f: Designing assessments for professional learning	Assessment procedures are not congruent with professional learning outcomes and lack criteria by which staff performance will be assessed. The ISC has no plan to incorporate formative assessment in their work.	Assessment procedures are partially congruent with professional learning outcomes. Assessment criteria and outcomes have been developed, but they are not clear. The ISC's approach to using formative assessment is rudimentary, including only some of the professional learning outcomes.	All the professional learning outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of staff. Assessment criteria and outcomes are clear. The ISC has a well-developed strategy for using formative assessment and has designed particular approaches for professional learning to be used.	All the professional learning outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing staff learning. The plan contains evidence of student learning as a result of professional development. Assessment methodologies have been adapted for individual staff as the need has arisen. The approach to using formative assessment is well designed and includes staff, and when appropriate, student use of the assessment information.

Domain 2 for Instructional Support Coaches: Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Patterns of interactions between ISC and adult learners are mostly negative, inappropriate, or insensitive to their generational differences, cultural backgrounds, and reflective stage. Interactions are characterized by sarcasm, put-downs, or conflict. The ISC does not deal with disrespectful behavior.	Patterns of interactions between ISC and adult learners are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for generational differences, cultures, and reflective stage. Adult learners rarely demonstrate disrespect for one another. The ISC attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Interactions between the ISC and adult learners are friendly and demonstrate general caring and respect. Such interactions are appropriate to the generational differences, cultures, and reflective stage. Interactions among adult learners are generally polite and respectful, and they exhibit respect for the ISC. The ISC responds successfully to disrespectful behavior among adult learners. The net result of the interactions is polite, respectful, and business-like, though members may be somewhat cautious about taking instructional risks.	Interactions between ISC and adult learners are highly respectful, reflecting genuine warmth, caring, and sensitivity to members as individuals. Adult learners exhibit respect for the ISC and contribute to high levels of civility among all members. The net result is an environment where all members feel valued by the ISC and are comfortable taking instructional risks.
2b: Establishing a culture for learning	There is a lack of ISC commitment to learning, and/or little or no investment in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for staff achievement are the norm, with high expectations for learning reserved for only for a few staff members.	The ISC appears to be only "going through the motions," and the ISC indicates that they are interested in the completion of a task rather than the quality of the work. The ISC conveys that staff 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 staff members thought to have a natural aptitude for teaching and/or their work.	The ISC has high expectations for both learning and hard work for most staff. ISC interactions support a culture of professional learning, hard work, and the precise use of language.	The ISC conveys high expectations for hard work and professional learning for all staff. ISC assumes responsibility for high quality professional learning by initiating improvements, making revisions, adding detail, and/or assisting staff in their precise use of language. When appropriate, ISC supports teacher leaders to assume responsibility for high quality professional learning.
2c: Managing procedures and routines	Much instructional coaching and/or professional learning time is lost due to inefficient routines and procedures. There is little or no evidence of the ISC's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that staff know or understand coaching roles.	Some instructional coaching and/or professional learning time is lost due to partially effective routines and procedures. The ISC's management of instructional groups and transitions, or handling of materials and supplies, or both, is inconsistent, leading to some disruption of learning. With regular guidance and prompting, staff understands coaching roles.	There is little loss of instructional coaching and/or professional learning time due to effective routines and procedures. The ISC's management of instructional groups and transitions, or handling of materials and supplies, or both, is consistently successful. With minimal guidance and prompting, staff members request coaching.	Instructional coaching and/or professional learning time is maximized due to efficient and seamless routines and procedures. Staff is empowered and takes initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Coaching roles are well understood and may be initiated by staff.

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2d: Managing professional expectations in professional learning meetings	There appear to be no established standards of conduct. There is little or no monitoring of negative interactions and response to them is repressive or disrespectful.	Standards of conduct appear to have been established, but their implementation is inconsistent. The ISC tries, with uneven results, to monitor negative interactions and respond to unprofessionalism.	The ISC monitors behavior against established standards of conduct within established norms. ISC response to unprofessionalism is consistent, proportionate, and respectful.	Staff participants take an active role in monitoring their own behavior and/or that of others. ISC monitoring of behavior is subtle and preventive. The ISC's response to unprofessionalism is sensitive to individual needs and respects dignity.
2e: Organizing the learning environment	The environment is unsafe and/or learning is not accessible to many. There is poor alignment between the arrangement of the work space including computer technology and the professional learning.	The environment is safe, and essential learning is accessible to most staff. The ISC's use of resources is moderately effective, including computer technology. The ISC attempts to modify the arrangement to suit professional learning but with limited effectiveness.	The environment is safe, and staff has equal access to learning activities. The ISC ensures that the arrangement is appropriate to the learning activities and uses resources, including computer technology, effectively.	The environment is safe, and ensures learning of staff, including those with special needs. The ISC makes effective use of resources, including computer technology. The ISC ensures that the arrangement is appropriate to the learning activities. Staff contributes to the use or adaptation of the environment to advance learning.

Domain 3 for Instructional Support Coaches: Delivery of Service

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with teachers & staff	The purpose of the professional learning experience is unclear to staff, and the directions and procedures are confusing. The ISC's explanation of effective instruction contains major errors and does not include any explanation of strategies staff might use. The ISC's spoken or written language contains errors of grammar or syntax. The ISC's professional vocabulary is inappropriate, vague, or used incorrectly, leaving staff confused.	The ISC's attempt to explain the purpose of the professional learning experience has only limited success, and/or directions and procedures must be clarified after initial staff confusion. The ISC's explanation of effective instruction may contain minor errors; some portions are clear, others difficult to follow. The ISC's explanation does not invite staff to engage intellectually or to understand strategies they might use when working independently. The ISC's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the situation and staff present. The ISC rarely takes opportunities to explain professional vocabulary.	The purpose of the professional learning experience is clearly communicated to staff, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The ISC's facilitation of professional learning is scaffolded, clear, accurate, and connects with staffs' knowledge and experience. During the facilitation of professional learning, the ISC focuses, as appropriate, on strategies staff can use when working independently and invites intellectual engagement. The ISC's spoken and written language is clear and correct and is suitable to the situation. The ISC's use of professional vocabulary is precise and serves to extend understanding.	The ISC links the purpose of the professional learning experience to the larger district vision; the directions and procedures are clear and anticipate possible staff misunderstanding. The ISC's facilitation of professional learning is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with staff interests. Staff contributes to extending the professional learning by explaining concepts to their colleagues and suggesting strategies that might be used. The ISC's spoken and written language is expressive, and the ISC finds opportunities to extend staff learning, both within the specific situation and other contexts. Staff contributes to the correct use of professional vocabulary.
3b: Using questioning and discussion techniques	The ISC's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the ISC and staff is predominantly recitation style, with the ISC mediating all questions and answers; the ISC accepts all contributions without asking staff to explain reasoning.	The ISC's questions lead staff through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the ISC attempts to ask some questions designed to engage staff in thinking. The ISC attempts to engage staff in the discussion, to encourage response and to explain thinking, with uneven results.	The ISC poses questions that are designed to promote staff thinking and understanding. The ISC creates a genuine discussion among staff, providing adequate time for staff to respond and stepping aside when doing so is appropriate. The ISC challenges staff to justify their thinking and successfully engages staff in the discussion, employing a range of strategies to ensure that staff are heard.	The ISC uses a variety or series of questions or prompts to challenge staff members cognitively, advance high-level thinking and discourse, and promote metacognition. Staff formulates many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Staff themselves ensures that all voices are heard in a discussion.

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3c: Engaging staff in learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of staff are unsuitable to the activities. The learning has no clearly defined structure, or the pacing of the learning is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by staff and little opportunity for them to explain their thinking, allowing most staff to be passive or merely compliant. The groupings of staff are moderately suitable to the activities. The learning has a recognizable structure; however, the pacing of the learning may not provide staff the time needed to be intellectually engaged or may be so slow that staff may have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge staff thinking, inviting staff to make their thinking visible. This technique results in active intellectual engagement by staff with important and challenging content and with ISC scaffolding to support that engagement. The learning has a clearly defined structure, and the pacing of the learning is appropriate, providing staff the time needed to be intellectually engaged.	Virtually all staff members are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by staff. The ISC provides suitable scaffolding and challenges staff to explain their thinking. There is evidence of staff initiation or inquiry and staff contributions to the exploration of important content; staff may serve as resources for one another. The learning has a clearly defined structure, and the pacing of the learning provides staff the time needed not only to intellectually engage with and reflect upon their learning, but also to apply understanding.
3d: Using success criteria in coaching	Staff members do not appear to be aware of the criteria of success, and there is little or no monitoring of teacher learning; feedback is absent or of poor quality. Staff members do not engage in self-assessment.	Staff members appear to be only partially aware of the criteria of success, and the ISC monitors staff members' learning. Questions and paraphrasing are rarely used to diagnose evidence of learning. Feedback to staff members is general, and few staff members assess their own work.	Staff members appear to be aware of the criteria of success, and the ISC and staff member collect evidence of staff member learning. Questions and paraphrasing are regularly used to diagnose evidence of learning. ISC non-evaluative feedback to staff members is accurate and specific. ISC supports staff members to accurately self-assess.	Success criteria and evidence is fully integrated into coaching through extensive use of coaching strategies. Staff members appear to be aware of, and there is some evidence that they have contributed to, the success criteria. Questions and paraphrasing are used regularly to diagnose evidence of learning by individual staff members. A variety of forms of non-evaluative feedback is accurate and specific and advances learning. Staff members self-assess and monitor their own progress. The ISC successfully differentiates coaching to address individual staff member's needs.
3e: Demonstrating flexibility and responsiveness	The ISC ignores staff members' questions. The ISC does not reflect on staff needs for professional learning. The ISC makes no attempt to adjust the professional learning even when staff members don't understand the content.	The ISC accepts responsibility for the success of all staff members but has only a limited repertoire of strategies to use. Adjustment of the professional learning in response to assessment is minimal or ineffective.	The ISC successfully accommodates staff members' questions and interests. Drawing on a broad repertoire of strategies, the ISC persists in seeking approaches for staff members who have different needs. If impromptu measures are needed, the ISC makes minor adjustments to the professional learning plan and does so smoothly.	The ISC seizes an opportunity to enhance learning, building on a spontaneous event or staff members' interests, or successfully adjusts and differentiates professional learning to address misunderstandings. Using an extensive repertoire of coaching or facilitation strategies and soliciting additional resources, the ISC persists in seeking effective approaches for staff members who need support.

Domain 4 for Instructional Support Coaches: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	The ISC does not know whether a professional learning experience was effective or achieved its outcomes, or the ISC profoundly misjudges the success of a professional learning experience. The ISC has no suggestions for how a professional learning experience could be improved.	The ISC has a generally accurate impression of the effectiveness of a professional learning experience and the extent to which outcomes were met. The ISC makes general suggestions about how a professional learning experience could be improved.	The ISC makes an accurate assessment of the effectiveness of a professional learning experience and the extent to which it achieved its outcomes and can cite general references to support the judgment. The ISC makes a few specific suggestions of what could be tried for future professional learning experiences.	The ISC makes a thoughtful and accurate assessment of the effectiveness of a professional learning experience and the extent to which it achieved its outcomes, citing many specific examples from the experience and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the ISC offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining accurate records	The ISC's system for maintaining information on staff coaching progress in learning is nonexistent or in disarray. The ISC's records are in disarray, the result being errors and confusion.	The ISC's system for maintaining information on staff coaching and progress in learning is rudimentary and only partially effective. The ISC's records are adequate but inefficient and prone to errors.	The ISC's system for maintaining information on staff coaching and progress in learning is fully effective. The ISC's records are accurate and efficient.	The ISC's system for maintaining information on staff coaching and progress in learning is fully effective. Staff members may contribute information and participate in maintaining the records.
4c: Communicating with staff	The ISC provides little information about the instructional program to staff; the ISC's communication about professional learning is minimal. The ISC does not respond, or responds insensitively, to staff concerns.	The ISC makes sporadic attempts to communicate with staff about professional learning and does not attempt to engage staff in professional learning. Moreover, the communication that does take place may not be culturally sensitive to staff.	The ISC provides frequent and appropriate communication to staff about professional learning. The ISC makes some attempts to engage staff in professional learning.	The ISC communicates frequently with staff in an efficacious manner, with staff contributing to communication. The ISC responds to staff concerns with professional and cultural sensitivity. The ISC's attempts to engage staff in professional learning are frequent and successful.
4d: Participating in the professional community	The ISC's relationships with colleagues are negative or self-serving. The ISC avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The ISC avoids becoming involved in school events or school and district projects.	The ISC maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The ISC participates in the school's culture of professional inquiry when invited to do so. The ISC participates in school events and school and district projects when specifically asked.	The ISC's relationships with colleagues are characterized by mutual support and cooperation; the ISC actively participates in a culture of professional inquiry. The ISC volunteers to participate in school events and in school and district projects, making a substantial contribution.	The ISC's relationships with colleagues are characterized by mutual support and cooperation, with the ISC taking initiative in assuming leadership among the faculty. The ISC takes a leadership role in promoting a culture of professional inquiry. The ISC 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.

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4e: Growing and developing professionally	The ISC engages in no professional development activities to enhance knowledge or skill. The ISC resists feedback on performance from either supervisors or more experienced colleagues. The ISC makes no effort to share knowledge with others or to assume professional responsibilities.	The ISC participates to a limited extent in professional activities when they are convenient. The ISC engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on performance. The ISC finds limited ways to assist other educators and contribute to the profession.	The ISC seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The ISC actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The ISC participates actively in assisting other educators and looks for ways to contribute to the profession.	The ISC seeks out opportunities for professional development and makes a systematic effort to conduct action research. The ISC solicits feedback on practice from both supervisors and colleagues. The ISC initiates important activities to contribute to the profession.
4f: Showing professionalism	The ISC displays dishonesty in interactions with colleagues, students, and the public. The ISC is not alert to staff's needs and contributes to school practices that result in some staff members being ill served by the school. The ISC makes decisions and recommendations that are based on self-serving interests. The ISC does not comply with school and district regulations.	The ISC is honest in interactions with colleagues, students, and the public. The ISC's attempts to serve staff are inconsistent, and unknowingly contribute to some staff members being ill served by the school. The ISC's decisions and recommendations are based on limited though genuinely professional considerations. The ISC must be reminded by supervisors about complying with school and district regulations.	The ISC displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The ISC is active in serving staff members, working to ensure that all staff members receive a fair opportunity to succeed. The ISC maintains an open mind in team or departmental decision making. The ISC complies fully with school and district regulations.	The ISC can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The ISC is highly proactive in serving staff members, seeking out resources when needed. The ISC makes a concerted effort to challenge negative attitudes or practices to ensure that all staff members, particularly those traditionally underserved are honored in the school. The ISC takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The ISC complies fully with school and district regulations, taking a leadership role with colleagues.

Evaluation Rubric: Media Specialist

Domain 1 for Media Specialists: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Library Media Practice	Library Media Specialist demonstrates little or no knowledge of content-related pedagogy, literature and current trends in library media practice and information technology.	Library Media Specialist demonstrates limited knowledge of content-related pedagogy, literature and current trends in library media practice and information technology.	Library Media Specialist demonstrates solid knowledge of content-related pedagogy, literature and current trends in library media practice and information technology.	Library Media Specialist demonstrates extensive knowledge of content-related pedagogy, literature and current trends in library media practice and information technology.
1b: Demonstrating Knowledge of Curriculum and School Community	Library Media Specialist demonstrates little or no knowledge of the school's curriculum and of the school community needs for literacy, technology and information skills within the standards.	Library Media Specialist demonstrates limited knowledge of the school's curriculum and of the school community needs for literacy, technology and information skills within the standards.	Library Media Specialist demonstrates solid knowledge of the school's curriculum and of the school community needs for literacy, technology and information skills within the standards.	Library Media Specialist demonstrates extensive knowledge of the school's curriculum and of the school community needs for literacy, technology and information skills within the standards by taking a leadership role to articulate and meet those needs
1c: Setting Instructional Outcomes	The instructional outcomes represent low expectations for students, non-standards based learning objectives to drive instruction, and lack rigor. Not all of these outcomes reflect important learning, but are stated as student activities, rather than as outcomes for learning. Instructional outcomes reflect only one type of learning.	The instructional outcomes represent moderately high expectations and rigor for students and some standards based learning objectives to drive instruction. Instructional outcomes reflect several types of learning, but no effort has been made at collaboration or integration. Instructional outcomes, based on assessment of student learning, are suitable for most students.	Most instructional outcomes represent rigorous and important learning, are clear and suggest viable methods of assessment. Instructional outcomes reflect several different types of learning, and opportunities for collaboration and integration. Instructional outcomes, based on assessment of student learning are differentiated for different groups of students.	All instructional outcomes represent high level learning. They are clear, are written in the form of student learning, and permit viable methods of assessment. Instructional outcomes reflect different types of learning, and where appropriate, represent both collaboration and integration. Instructional outcomes are differentiated in whatever way is needed for individual students.
1d: Designing a Coherent Library Program and Demonstrating Knowledge of Resources	Library Media Specialist designs and develops a library program that is incoherent in the use of standards based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student self-selected recreational reading, and the efficient performance of administrative tasks.	Library Media Specialist designs and develops a library program that is minimally coherent in the use of standards based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student self-selected recreational reading, and the efficient performance of administrative tasks.	Library Media Specialist designs and develops a library program that is coherent in the use of standards based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student self- selected recreational reading, and the efficient performance of administrative tasks. The library program is differentiated by staff needs.	Library Media Specialist designs and develops a library program that is exceptionally coherent in the use of standards based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student self-selected recreational reading, and the efficient performance of administrative tasks. The library program is differentiated by staff and student learning needs.

Domain 2 for Media Specialists: Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of interactions, both between the Library Media Specialist and students and/or staff, as well as among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict. Library Media Specialist does not deal with disrespectful behavior.	Patterns of interactions, both between the Library Media Specialist and students and/or staff, as well as among students, are generally appropriate but may reflect occasional inconsistency, favoritism, and disregard for students' ages, cultural backgrounds and developmental levels. Library Media Specialist attempts to respond to disrespectful behavior with uneven response.	Interactions, both between the Library Media Specialist and students and/or staff, as well as among students, are friendly and demonstrate general caring and respect. Such interactions are appropriate to students' ages, cultural backgrounds and developmental levels. The Library Media Specialist responds successfully to disrespectful behavior.	Interactions, both between the Library Media Specialist and students and/or staff, as well as among students, are highly respectful, reflecting general caring and sensitivity to individuals. Library Media Specialist responds successfully to disrespectful behavior in such a way that the net result is an environment where students themselves ensure high levels of civility in the library media center.
2b: Establishing a Culture for Investigation and an Appreciation of Learning and Literature	Library Media Specialist conveys a culture characterized by a lack of commitment to learning, and little or no investment of student energy in seeking information and reading literature. Low expectations for student achievement are the norm.	Library Media Specialist conveys a culture characterized by little commitment to learning, and minimal investment of student energy in seeking information and reading literature. Inconsistent expectations for student achievement are the norm.	Library Media Specialist conveys a culture where learning is valued with high expectations for both learning and hard work as the norm for most students. Students understand their role as learners and readers as they consistently expend effort to learn.	Library Media Specialist, in interactions with both students and colleagues, conveys a culture characterized by an essential nature of seeking information and reading literature. Students appear to have internalized these values. Library Media Specialist conveys a culture where students are cognitively engaged, characterized by a shared belief in the importance of learning and reading. Library Media Specialist conveys high expectations for both learning and reading as the norm for all students.
2c: Establishing and Managing Library Policies/ Procedures	Library media center routines and procedures (circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Library media center routines and procedures (circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Library media center routines and procedures (circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Library media center routines and procedures (circulation of materials, working on computers, independent work) are smooth, with students assuming considerable responsibility for their operation. Library assistants work independently and contribute to the success of the media center.
2d: Managing Student Behavior	There appear to be no established standards of conduct. There is little or no Library Media Specialist monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their Implementation is inconsistent. Library Media Specialist tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. Library Media Specialist monitors student behavior against established standards of conduct. Library Media Specialist's response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Library Media Specialist's monitoring of student behavior is subtle and preventive. Library Media Specialist's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

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2e Organizing Physical Space	Library Media Specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, and general confusion.	Library Media Specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library Media Specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library Media Specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

Domain 3 for Media Specialists: Instruction and Delivery of Services

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: *Maintaining and* *Extending* *the Library* *Collection*	Library Media Specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically inventory nor weed the collection of outdated material. Collection is unbalanced among different areas.	Library Media Specialist inconsistently adheres to district or professional guidelines in selecting materials for the collection but does not consistently inventory nor weed the collection of outdated material. Collection is somewhat unbalanced among different areas.	Library Media Specialist adheres to district or professional guidelines in selecting materials for the collection and routinely inventories and weeds the collection of outdated material. Collection is mostly balanced among different areas.	Library Media Specialist adheres to district and professional guidelines in selecting materials for the collection and consistently inventories and weeds the collection of outdated material. The Library Media Specialist uses circulation data and reports to determine needs. Collection is highly balanced and interconnected between different content/conceptual areas as a result of analysis of data and collaboration with staff.
3b: *Collaborating with* *Teachers*	Library Media Specialist fails to collaborate with teachers in the design of instructional lessons and units.	Library Media Specialist collaborates minimally with teachers in the design of instructional lessons and units. Library Media Specialist rarely integrates appropriate information literacy and technology skills. Even when scheduling permits, the teacher and Library Media Specialist rarely co-teach units of instruction due to librarian unwillingness.	Library Media Specialist initiates collaboration with teachers in the design of instructional lessons and units, and consistently integrates appropriate information literacy and technology skills. When scheduling permits, the teacher and Library Media Specialist co-teach units of instruction.	Library Media Specialist takes on a leadership role while collaborating with teachers on a consistent basis in the design of instructional lessons and units, ensuring the integration of appropriate information literacy and technology skills. Library Media Specialist makes every effort to support teachers while co-teaching units of instruction.
3c: *Engaging Students* *in Learning*	The learning tasks/ activities, materials and, resources are poorly aligned with instructional outcomes, and do not provide any opportunities for the appreciation of literature. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks/ activities, materials and resources are partially aligned with instructional outcomes. The lesson has recognizable structure; however the pacing of the lesson may not provide students the time needed to be intellectually engaged or so slow that many students have considerable down time. Students have limited opportunities for the appreciation of literature	The learning tasks/ activities, materials and resources are fully aligned with instructional outcomes. The lesson has a clearly defined structure; the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Students have ample opportunities for the appreciation of literature.	The learning tasks/ activities, materials and resources are well designed and require complex thinking on the part of the students. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to be intellectually engaged with and reflect upon their learning, but also to consolidate their understanding. Students are provided many tasks/activities that they can use to extend knowledge and understanding and to collaborate with peers. Students have significant opportunities for the appreciation of literature.
3d:	There is little or no monitoring of student learning; feedback is absent	Library Media Specialist monitors student learning for the class as a	Library Media Specialist monitors student learning. Questions and assessments are	Assessment is fully integrated into instruction. Questions and assessments

Using Assessment in Instruction	or of poor quality. Students do not engage in assessment. Library Media Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. Library Media Specialist has a rudimentary plan to evaluate the program.	regularly used to diagnose evidence of learning. Feedback to students is accurate and specific, and some students engage in self-assessment. Library Media Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	are regularly used to diagnose evidence of learning. Accurate and specific feedback comes in a variety of forms and enables students to self-assess and monitor their own progress. Library Media Specialist's plan to evaluate the program is highly sophisticated, with extensive sources of evidence and a clear path toward improving the program on an ongoing basis.
3e: Demonstrating Flexibility and Responsiveness	The Library Media Specialist ignores students' questions; when students have difficulty learning, the Library Media Specialist blames them or their home environment for their lack of success. The Library Media Specialist makes no attempt to adjust the lesson even when students don't understand the content.	The Library Media Specialist accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The Library Media Specialist successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the Library Media Specialist persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the Library Media Specialist makes a minor adjustment to the lesson and does so smoothly.	The Library Media Specialist seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the Library Media Specialist persists in seeking effective approaches for students who need help.

Domain 4 for Media Specialists: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: *Reflecting on Practice*	Library Media Specialist does not reflect on practice, or the reflections are inaccurate or self-serving. Library Media Specialist has no suggestions for how his practice could be improved.	Library Media Specialist's reflection on practice is generally accurate. Library Media Specialist makes general suggestions about how their practice could be improved.	Library Media Specialist makes an accurate assessment of the media program's effectiveness and can cite general references to support the judgment. The Library Media Specialist makes a few specific suggestions of what could be improved.	Library Media Specialist makes a thoughtful and accurate assessment of the media program's effectiveness and cites specific examples to support the judgment. Drawing on an extensive repertoire of skills, the Library Media Specialist offers specific alternative actions, complete with the probable success of different courses of action.
4b: *Maintaining Accurate Records*	Library Media Specialist's system for maintaining records is nonexistent or in disarray.	Library Media Specialist's system for maintaining records is rudimentary and only partially effective.	Library Media Specialist prepares budgets following established procedures. Library Media Specialist's system for maintaining records and reports is organized and fully effective.	Library Media Specialist anticipates teacher needs when preparing budgets, follows established procedures, and suggests improvement to those procedures. Library Media Specialist's system for maintaining records is fully effective as it analytically supports the library program and extends services.
4c: *Communicating With the Larger Community*	Library Media Specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library Media Specialist makes inconsistent efforts to engage in outreach efforts to parents or the larger community. Moreover, the communication that does take place may not be culturally sensitive to those families.	Library Media Specialist engages inconsistent outreach efforts to parents and the larger community in a culturally sensitive manner.	Library Media Specialist is proactive in reaching out to parents and the larger community through a variety of methods in a professional and culturally sensitive manner.
4d: Participating in the professional community	The media specialist's relationships with colleagues are negative or self-serving. The media specialist avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The media specialist avoids becoming involved in school events or school and district projects.	The media specialist maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The media specialist participates in the school's culture of professional inquiry when invited to do so. The media specialist participates in school events and school and district projects when specifically asked.	The media specialist's relationships with colleagues are characterized by mutual support and cooperation; the media specialist actively participates in a culture of professional inquiry. The media specialist volunteers to participate in school events and in school and district projects, making a substantial contribution.	The media specialist's relationships with colleagues are characterized by mutual support and cooperation, with the media specialist taking initiative in assuming leadership among the faculty. The media specialist takes a leadership role in promoting a culture of professional inquiry. The media specialist 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.
	The media specialist engages in no professional development activities	The media specialist participates to a limited extent in professional activities	The media specialist seeks out opportunities for professional development	The media specialist seeks out opportunities for professional

4e: Growing and developing professionally	to enhance knowledge or skill. The media specialist resists feedback on teaching performance from either supervisors or more experienced colleagues. The media specialist makes no effort to share knowledge with others or to assume professional responsibilities.	when they are convenient. The media specialist engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The media specialist finds limited ways to assist other media specialists and contribute to the profession.	to enhance content knowledge and pedagogical skill. The media specialist actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The media specialist participates actively in assisting other educators and looks for ways to contribute to the profession.	development and makes a systematic effort to conduct action research. The media specialist solicits feedback on practice from both supervisors and colleagues. The media specialist initiates important activities to contribute to the profession.
4f: Showing professionalism	The media specialist displays dishonesty in interactions with colleagues, students, and the public. The media specialist is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The media specialist makes decisions and recommendations that are based on self-serving interests. The media specialist does not comply with school and district regulations.	The media specialist is honest in interactions with colleagues, students, and the public. The media specialist's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The media specialist's decisions and recommendations are based on limited though genuinely professional considerations. The media specialist must be reminded by supervisors about complying with school and district regulations.	The media specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The media specialist is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The media specialist maintains an open mind in team or departmental decision making. The media specialist complies fully with school and district regulations.	The media specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The media specialist is highly proactive in serving students, seeking out resources when needed. The media specialist 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 media specialist takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The media specialist complies fully with school and district regulations, taking a leadership role with colleagues.

Section 4:
Professional Support Plan

PROFESSIONAL SUPPORT

The Professional Support Plan provides guidance and support to educators to assist them in meeting the expectations outlined in the evaluation rubrics. The purpose of the Professional Support Plan is:

1. To enable a tenured educator the opportunity to seek assistance in any area(s) of the District's Domain Rubrics
2. To enable administrative supervisors to assist a tenured educator, who may benefit from more support, to improve in any of the District's Domain Rubrics

The decision regarding implementation could be collaborative, but may be directive. The Professional Support Plan is intended to provide professional improvement. Professional courtesy is expected of all participants.

The Professional Support Plan consists of two phases:

1. Awareness Phase
2. Assistance Phase

Note: Assistance Phase is not equivalent to or part of the State of Illinois Remediation Plan.

Awareness Phase

The purpose of the Awareness Phase is to bring individuals together to identify and discuss areas of concern related to the District's Domain Rubrics.

1. An educator or the direct supervisor identifies, in writing (See Form – Awareness Phase), a Domain Rubric that has been repeatedly violated.
2. The Awareness Phase will be discussed at an Initial Meeting to be held within ten working days of notification by either party. The educator will create an action plan for addressing the identified areas, which will be approved at the Implementation Meeting. The Awareness Phase will not last longer than 40 working days from the Implementation Meeting.
3. The educator and evaluator shall meet regularly throughout the length of the Awareness Phase (recommended at least three times).
4. At the conclusion of the Awareness Phase, the direct supervisor and educator will review the progress and the direct supervisor will make one of the following recommendations:
   - Concerns resolved, no further action necessary; or
   - Progress noted, continuation of agreed procedures and mutually agreed upon extended timeline but no longer than 10 working days; or
   - Concerns remain unresolved, movement to Assistance Phase.
     (See Form – Awareness Phase)

Meeting minutes within the Awareness Phase will not be placed in the educator's personnel file. Parties may include representation during meetings at their discretion.

Assistance Phase

The purpose of the Assistance Phase is to provide more specific guidance and assistance for the resolution of concerns identified in the Awareness Phase of the Professional Support Plan for tenured educators.

1. The Assistance Phase Plan will be shared at an initial meeting to be held within five working days of the final meeting of the Awareness Phase. The assistance Phase will not last longer than 40 working days.

2. This plan must include:
    ● A statement identifying the concern relative to the District's Domain Rubrics;
    ● Identification of individuals involved in the plan;
    ● A listing of activities/procedures to be developed by the direct supervisor and implemented by the educator;
    ● A listing of resources to be allocated for plan implementation and completion including but not limited to materials, staff development, and budgetary considerations;
    ● A timeline indicating implementation dates and final review dates
3. The educator and evaluator shall meet regularly throughout the length of the Assistance Phase (minimum three times).
4. One of the following recommendations will be made upon reviewing the educator's progress:
    ● The concern is resolved.
    ● The concern is not resolved. A rating of unsatisfactory will be given on the Summative Evaluation, and the educator will be placed on a State of Illinois Remediation Plan.

Meeting minutes and discussions within the Assistance Phase will be placed in the educator's personnel file. Parties may include representation during meetings at their discretion.

This form will not be placed in personnel file

Educator:	Date:
School(s):	Direct Supervisor:

Identify area of concern from the Domain Rubric.
Specific Concern:

Date of Initial Meeting   Implementation Meeting Date:

Educator Signature: Date:

Direct Supervisor Signature: Date:

Awareness Plan Meeting #1: _____
Progress Noted:

Concern(s):

Modifications (if applicable):

Awareness Plan Meeting #2: _____
Progress Noted:

Concern(s):

Modifications (if applicable):

Awareness Plan Meeting #3: _____
Progress Noted:

Concern(s):

Modifications (if applicable):

Administrative Recommendation:
     ☐ Exit Awareness Phase
     ☐ Extended Timeline Next Meeting: _____
     ☐ Assistance Phase   Next Meeting: _____

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

☐ Copy to Direct Supervisor
☐ Copy to Educator

COMMUNITY UNIT SCHOOL DISTRICT 303
Professional Support Plan
Tenured Educator

ASSISTANCE PHASE Action Plan Form
This form will be placed in personnel file.

Educator:		Initial Meeting Date/Time:	
School(s):		Direct Supervisor:	

Identify area of concern from the Domain Rubric.

Concern(s):

Additional Support Phase Staff (if applicable):

Action Plan Strategies:

Action Plan Success Indicators:

Resources/Support Needed (if applicable):

Next Meeting Date: _____

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

☐ Copy to Direct Supervisor
☐ Copy to Educator
☐ Copy to Personnel File

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Professional Support Plan
Tenured Educator

ASSISTANCE PHASE Action Plan Progress Form

This form will be placed in personnel file.

Educator:		Date:	
School(s):		Direct Supervisor:	

☐ First Meeting ☐ Second Meeting ☐ Third Meeting ☐ Other _____

Action Plan:

Resources and Strategies used to date:

Indicators of Progress:

Resources/Support Utilized to Date:

Concern(s):

Next Meeting Date: _____

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

☐ Copy to Direct Supervisor
☐ Copy to Educator
☐ Copy to Personnel File

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COMMUNITY UNIT SCHOOL DISTRICT 303
Professional Support Plan
Tenured Educator

ASSISTANCE PHASE End of Assistance Report

This form will be placed in personnel file

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Educator:		Date:	
School(s):		Direct Supervisor:	

Action Plan:

Resources and Strategies used to date:

Indicators of Progress:

Resources/Support Utilized to Date:

Concern(s):

Administrative Recommendation:
   ☐ Completed Assistance Phase
   ☐ Continue in Professional Support Plan
   ☐ Unsatisfactory rating on Summative Evaluation and State of Illinois Remediation Plan

Educator Signature: _____ Date: _____

Direct Supervisor Signature: _____ Date: _____

☐ Copy to Direct Supervisor
☐ Copy to Educator
☐ Copy to Personnel File

GLOSSARY

Artifacts: Artifacts, or evidence of one's work, may be organized into a portfolio. The artifacts should demonstrate the knowledge and skills of any of the four domains. There are suggestions of possible artifacts for each domain in the tenured section of the handbook.

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

- **Type I assessment:** A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).
- **Type II assessment:** Any assessment developed or adopted and approved for use by the school district and intended to be used on a districtwide basis by all teachers in a given grade, course or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.
- **Type III assessment:** Any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III ISBE 23 ILLINOIS ADMINISTRATIVE CODE 50.30 SUBTITLE A SUBCHAPTER b assessment if it aligns to the curriculum being taught and measures student learning in that subject area (see Section 50.110(b)(2)).

Data: The collection of information which shows evidence of performance; suggested data that may be used to form a Professional Growth Plan is listed in the Overview of Professional Growth Plan in the tenured section of the Licensed Educator Evaluation handbook.

Direct Supervisor: The administrator who completes a Summative Evaluation.

Evaluator: Any administrator with whom you work on a formal observation.

Formal Observation: A formal observation is a visitation of at least thirty (30) minutes completed by an authorized evaluator. The observation is preceded by a planning conference identifying goals and expectations and is followed by a reflection conference. The observation is recorded in a written report. This observation is not synonymous with the evaluation process since it is only one component of it.

Growth target: The outcome that students are expected to achieve by the end of the instructional period and includes consideration of a starting level of achievement already acquired and determination of an ending goal for the level of achievement to be reached.

Informal Observation: Informal observation is a less structured method of data gathering which may include information collected from walk-throughs, dialogue between students and/or colleagues, conferences, and professional meetings. An informal observation does not include a planning conference.

Learning Goal: A long-term expectation for advancing student learning

Licensed Educator: Any CUSD303 educator who needs a PEL or applicable ELS to perform the functions of their position; licensed educators in D303 addressed in this evaluation system include teachers, counselors, media specialists, speech and language pathologists, social workers, school psychologists, and school nurses. Rubrics that specifically address each of these roles are included in the Licensed Educator Evaluation handbook.

PERA Committee: A committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties set forth in this Part regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance. (Section 24A-4 of the School Code)

Planning Conference: This meeting between evaluator and educator is an opportunity to discuss the guiding questions listed on the planning conference form. The educator should have a week's notice prior to the planning conference, and the actual observation should take place a minimum of one day and a maximum of three working days after the meeting.

Portfolio: A portfolio is a self-selected collection of artifacts and reflections that are used to demonstrate performance on effective professional practices. An educator may include works that show his/her growth or works that demonstrate their best work and/or range of work.

Probationary: A probationary educator is within his/her first four years of full-time employment in District 303. The evaluation for probationary educators is for deciding whether to rehire or not.

Reflection Conference: This conference is a conversation between evaluator and educator about the formal observation. Both will reflect on the lesson or delivery of services observed. The reflection conference should take place within five working days after the actual observation.

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Remediation: Remediation is a process outlined in the Illinois School Code (105ILCS 5/24A-5) which follows a rating of "unsatisfactory" on an approved evaluation plan. A remediation plan is designed to correct the deficiencies cited in the evaluation and provides for 90 days of remediation with support from a consulting educator.

Rubrics: Rubrics are agreed-upon criteria and levels of performance that identify the major areas of one's role and functions. Rubrics should be used before, during, and at the end of one's work so reflection on progress can be determined. Rubrics for the Four Domains are included in the Licensed Educator Evaluation handbook. Rubrics for the following job roles are in the Licensed Educator Evaluation handbook: teachers, instructional support coaches, media specialists, counselors, nurses, school psychologists, and therapeutic specialists.

Student learning objective process or SLO process: A process for organizing evidence of student growth over a defined period of time that addresses learning goals that are measurable and specific to the skills or content being taught and the grade level of the students being assessed, and are used to inform and differentiate instruction to ensure student success. "Student learning objectives" or "SLO" consists of a learning goal, assessment and procedures to measure that goal, and growth expectation.

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

Teacher: Full-time or part-time professional employees of the school district who are required to hold a professional educator license endorsed for a teaching field issued in accordance with Article 21B of the School Code. For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code and this Part, "teacher" shall not include any individual who holds a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this endorsement, including but not limited to school counselor, school ISBE 23 ILLINOIS ADMINISTRATIVE CODE 50.30 SUBTITLE A SUBCHAPTER b psychologist, non teaching school speech and language pathologist, school nurse, school social worker, or school marriage and family counselor

Tenure: Educators who have successfully completed four consecutive years of full-time employment in District 303 and who have been rehired are tenured. The evaluation process for tenured educators is designed to assess and improve professional performance.