



**Evaluation System for  
Professional Educators  
Windham School  
District  
FY 18**

## **Introduction**

The Windham School District uses the Kim Marshall Model for evaluation of professional educators. This model promotes the process of professional growth. The Marshall Model includes self-rating, which is truly a reflective process, goal setting, multiple informal observations with follow up face-to-face meetings, and an end of year summary evaluation.

## **Standards of Effective Teaching**

Within the Marshall Model, there are six standards of effective teaching. These are the standards upon which each professional staff member will be continuously evaluated. The standards are planning and preparation for learning; classroom management; delivery of instruction; monitoring, assessment, and follow-up; family and community outreach; and professional responsibilities. Due to the variety of professional roles and functions, rubrics have been defined for each specific position after collaboration between the parties involved. All rubrics can be found at the end of this binder.

## **Rating Scale for Rubrics**

The rubrics upon which each standard is evaluated use a four-level rating scale with the following labels:

- The *Highly Effective* level is reserved for truly exceptional teaching that meets very demanding criteria. Only teachers who are truly masters of their craft would attain this level.
- The *Effective* level describes solid professional work – the expected norm. Teachers should feel good about scoring at this level.
- *Improvement Necessary* indicates that performance has real deficiencies; no teacher should be content to remain at this level (although some novices might begin here).
- Performance at the *Does Not Meet Standards* level is unsatisfactory and could lead to dismissal unless improvements are made quickly.

## **Continuing Contracts and Annual Contracts**

Annual Contract employees are in their first five years with the District. However, if they had achieved tenure in a prior New Hampshire district, only three years are required on an annual contract in the District. Continuing Contract employees have more than five years in the district. An employee on Continuing Contract can be put on a Support Plan at any time if additional support is needed on any standard of effective teaching.

## **Self-Rating**

Each teacher will fill out a self-rating form on the T-Eval computer application at the end of the previous school year. The rubrics are designed to give teachers an assessment of where they currently stand in all performance areas as well as suggested areas of growth. Continuing contract teachers again self-rate themselves in April, while annual contract teachers do so in January and in April.

## **Goal Setting**

All Windham teachers will develop their goals, in conjunction with their primary evaluator, by the end of September. The goals are inputted into the goals tab on the T-Eval system. Annually each professional employee will have two Student Learning Objective (SLO) goals, school based and/or department based. Each professional will also have 1 to 2 individual goal(s) based on the self-rating rubric. Any Continuing Contract teacher on a support plan will have 2 individual goals. Progress on each goal is updated three times per year for annual contract educators and two times per year for continuing contract educators.

## **Observations**

Each educator will have short 10-15 minute classroom observations spaced throughout the school year by both their primary and secondary evaluator. These observations are unannounced to see what the students are experiencing daily. For educators on continuing contracts, there will be a minimum of five observations, while those on annual contracts will have a minimum of seven observations. The observations are staggered between the beginning, middle, and end of class so as to get a real feel for all aspects of the educator's teaching. After the observation, prompt, thoughtful and formative feedback is given to each teacher both in writing and in a face-to-face conversation. For first year teachers, these observations will not begin prior to mid-September so that mentors can do the first observations. For continuing contract teachers placed on a support plan, one required formal observation in which both a pre-observation and post-observation conference occur along with written feedback is required.

## **Guidelines for Observations**

For observations, the evaluators' focus will change based on the time of school year and the experience of the teacher. Some common focus areas for observations are looking for effective teaching, evidence of best instructional practices, a positive classroom environment, student engagement, and use of technology where appropriate. Evidence of best practices includes, but is not limited to the following: posting student expectations and lesson objectives, classroom social goals, chunking instructional time, formative assessment, regular interaction with students, meeting individual student needs, differentiated instruction, graphic organizers, cooperative learning, generating hypotheses, performance based assessment, higher level questioning skills, highlighting similarities/differences, cues and questions, homework information, transitions.

Suggested focus areas for observations:

- Beginning of the year: classroom management, routines, positive classroom environment, student engagement, interaction with students
- Middle/end of the year: student engagement, variation of instructional practices, student expectations and lesson objectives posted, formative assessment, interaction with students.
- Each administrator (observer) in the Windham School District will complete at least one observation with a 2<sup>nd</sup> observer

## **End of Year Summary Evaluation**

By April vacation, educators will complete the year-end self-evaluation on T-Eval. In May, primary evaluators will also fill out the rating form. By the end of the school year, the educator and primary evaluator will meet to discuss the evaluation. This meeting allows the educator and evaluator to discuss both the discrepancy in the ratings as well as the educator's strengths and areas of growth. When completed, the educator's summary evaluation completed by the evaluator will be printed and signed by both the educator and evaluator. It will then be submitted to the SAU office to be placed in the educator's personnel file.

**Evaluation Process Chart - All Professional Staff**

<b>Step</b>	<b>Continuing Contract</b>	<b>Annual Contract</b>	<b>Support Plan</b>
<b>Initial Self-Rating</b>	<p>Due: September 12, 2017</p> <p>Educator will complete the initial (1st) self-assessment on T-Eval.</p>	<p>Due: September 12, 2017</p> <p>Educator will complete the initial (1st) self-assessment on T-Eval.</p>	<p>Due: September 12, 2017</p> <p>Educator will complete the initial (1st) self-assessment on T-Eval.</p>
<b>Goal Setting</b>	<p>Due: September 29, 2017</p> <p>Meeting with primary evaluator to establish PD goals.</p> <p>Goals: -2 Student Learning Objectives (SLOs) (school and/or department level) -1 to 2 rubric based Professional Development Goals collaboratively determined by educator and evaluator.</p>	<p>Due: September 29, 2017</p> <p>Meeting with primary evaluator to establish PD goals.</p> <p>Goals: -2 Student Learning Objectives (SLOs) (school and/or department level) -1 to 2 rubric based Professional Development Goals collaboratively determined by educator and evaluator.</p>	<p>Due: September 29, 2017</p> <p>Meeting with primary evaluator to establish PD goals.</p> <p>Goals: -2 Student Learning Objectives (SLOs) (school and/or department level) -1 to 2 rubric based Professional Development Goals collaboratively determined by educator and evaluator.</p> <p>-In addition, an improvement plan with specifically identified goals</p>
<b>Observations</b>	<p>Minimum of 5 observations per year completed by June 9, 2018 with the majority completed by the Primary Evaluator and at least 2 by the Secondary Evaluator(s).</p> <p>Note: All observations should be complete prior to year-end meeting with Evaluator.</p>	<p>Minimum of 7 observations per year completed by June 9, 2018 with at least 5 completed by February vacation. The majority to be completed by the Primary Evaluator and at least 2 by the Secondary Evaluator(s).</p> <p>For first year teachers, these evaluations will not begin prior to September 18, 2017 so that mentors can have an opportunity to visit the classroom.</p> <p>Note: All observations should be complete prior to year-end meeting with Evaluator.</p>	<p>Minimum of 10 observations completed by March 30, 2018 with the majority completed by the Primary Evaluator and at least 4 by the Secondary Evaluator(s).</p> <p>Note: All observations should be complete prior to year-end meeting with Evaluator.</p>
<b>Observation Feedback</b>	<p>Evaluator and Teacher will meet face-to-face within 48 hours of observation or as mutually convenient to schedule. Evaluator, or his/her designee, will</p>	<p>Evaluator and Teacher will meet face-to-face within 48 hours of observation or as mutually convenient to schedule. Evaluator, or his/her designee, will</p>	<p>Evaluator and Teacher will meet within 48 hours of observation or as mutually convenient to schedule. Evaluator, or his/her designee, will</p>

	initiate contact with teacher to schedule meeting time within 24 hours of observation.	initiate contact with teacher to schedule meeting time within 24 hours of observation.	initiate contact with teacher to schedule meeting time within 24 hours of observation.
<b>Formal Observations</b>	n/a	Through the mentoring process (first year teachers only).	Minimum of 1 formal observation is required.
<b>Goal Updates</b>	Two per year: 1st by January 31, 2018 2nd by May 12, 2018	Three per year: 1st by November 17, 2017 2nd by January 31, 2017 3rd by May 12, 2018	Three per year: 1st by November 17, 2018 2nd by January 31, 2018 3rd by May 12, 2018
<b>Mid-Year Summary Self-Ratings/ Evaluator Ratings</b>	n/a	Due: January 9, 2018  Mid-year Self Evaluation to be completed.  Prior to January 31, 2018:  Schedule a meeting with Primary Evaluator to discuss evaluation.	Due: January 9, 2018  Mid-year Self Evaluation to be completed.  Prior to January 31, 2018:  Schedule a meeting with Primary Evaluator to discuss evaluation.
<b>End-Year Summary Self-Ratings/ Evaluator Ratings</b>	Due: April 20, 2018  Year-End Self Evaluation to be completed.  Due: May-June 2018  Schedule a meeting with Primary Evaluator to discuss evaluation and goals.	Due: April 20, 2018  Year-End Self Evaluation to be completed.  Due: May-June 2018  Schedule a meeting with Primary Evaluator to discuss evaluation and goals.	Due: April 20, 2018  Year-End Self Evaluation to be completed.  Due: May-June 2018  Schedule a meeting with Primary Evaluator to discuss evaluation and goals.

## Evaluation Process Chart - Professional Staff on CONTINUING CONTRACT

Step	Continuing Contract
<b>Initial Self-Rating</b>	<p>Due: September 12, 2017</p> <p>Educator will complete the initial (1st) self-assessment on T-Eval. Comments are required for all areas rated <i>highly effective</i> or <i>needs improvement</i> by Educator.</p>
<b>Goal Setting</b>	<p>Due: September 29, 2017</p> <p>Meeting with primary evaluator to establish PD goals.</p> <p>Goals:                      -2 Student Learning Objectives (SLOs) (school and/or department level)                      -1 to 2 rubric based Professional Development Goals collaboratively determined by educator and evaluator.</p>
<b>Observations</b>	<p>Minimum of 5 observations per year completed by May 12, 2018 with the majority completed by the Primary Evaluator and at least 2 by the Secondary Evaluator(s). Note: All observations should be complete prior to year-end meeting with Evaluator.</p>
<b>Observation Feedback</b>	<p>Evaluator and Teacher will meet within 48 hours of observation or as mutually convenient to schedule.                      Evaluator, or his/her designee, will initiate contact with teacher, within 24 hours of observation, to schedule meeting time.</p>
<b>Formal Observations</b>	n/a
<b>Goal Updates</b>	<p>Two per year:</p> <p>1st by January 31, 2018                      2nd by May 12, 2018</p>
<b>Mid-Year Summary Self-Ratings</b>	n/a
<b>End-Year Summary Self-Ratings/ Evaluator Ratings</b>	<p>Due: April 20, 2018                      Year-end Self Evaluation to be completed. Comments are required for all areas rated <i>highly effective</i> or <i>needs improvement</i> by Educator.</p> <p>Due: May - June 2018                      Schedule a meeting with Primary Evaluator to discuss evaluation and goals.</p>

## Evaluation Process Chart - Professional Staff on ANNUAL CONTRACT

Step	Annual Contract
<b>Initial Self-Rating</b>	Due: September 12, 2017  Educator will complete the initial (1st) self-assessment on T-Eval. Comments are required for all areas rated <i>highly effective</i> or <i>needs improvement</i> by Educator.
<b>Goal Setting</b>	Due: September 29, 2017  Meeting with primary evaluator to establish PD goals. Goals: -2 Student Learning Objectives (SLOs) (school and/or department level) -1 to 2 rubric based Professional Development Goals collaboratively determined by educator and evaluator.
<b>Observations</b>	Minimum of 7 observations per year completed by May 12, 2018 with at least 5 completed by February vacation. The majority to be completed by the Primary Evaluator and at least 2 by the Secondary Evaluator(s). For first year teachers, these evaluations will not begin prior to September 19, 2018 so that mentors can have an opportunity to visit the classroom. Note: All observations should be complete prior to year end meeting with Evaluator.
<b>Observation Feedback</b>	Evaluator and Teacher will meet within 48 hours of observation or as mutually convenient to schedule. Evaluator, or his/her designee, will initiate contact with teacher, within 24 hours of observation, to schedule meeting time.
<b>Formal Observations</b>	Through the mentoring process (first year teachers only).
<b>Goal Updates</b>	Three per year: 1st by November 17, 2017 2nd by January 31, 2017 3rd by May 12, 2018
<b>Mid-Year Summary Self-Ratings/ Evaluator Ratings</b>	Due: January 9, 2018 Mid-year Self Evaluation to be completed Prior to February Vacation: Schedule a meeting with Primary Evaluator to discuss evaluation.
<b>End-Year Summary Self-Ratings/ Evaluator Ratings</b>	Due: April 20, 2018 Year-End Self Evaluation to be completed. Due: May - June 2018 Schedule a meeting with Primary Evaluator to discuss evaluation and goals.

## Evaluation Process Chart - Professional Staff on SUPPORT PLAN

Step	Support Plan
<b>Initial Self-Rating</b>	Due: September 12, 2017  Educator will complete the initial (1st) self-assessment on T-Eval. Comments are required for all areas rated <i>highly effective</i> or <i>needs improvement</i> by Educator.
<b>Goal Setting</b>	Due: September 29, 2017  Meeting with primary evaluator to establish PD goals. Goals: -2 Student Learning Objectives (SLOs) (school and/or department level) -1 to 2 rubric based Professional Development Goals collaboratively determined by educator and evaluator. -In addition, an improvement plan with specifically identified goals
<b>Observations</b>	Minimum of 10 observations completed by March 30, 2018 with the majority completed by the Primary Evaluator and at least 4 by the Secondary Evaluator(s). Note: All observations should be complete prior to year-end meeting with Evaluator.
<b>Observation Feedback</b>	Evaluator and Teacher will meet within 48 hours of observation or as mutually convenient to schedule. Evaluator, or his/her designee, will initiate contact with teacher, within 24 hours of observation, to schedule meeting time.
<b>Formal Observations</b>	Minimum of 1 formal observation is required.
<b>Goal Updates</b>	Three per year: 1st by November 17, 2017 2nd by January 31, 2018 3rd by May 12, 2018
<b>Mid-Year Summary Self-Ratings/ Evaluator Ratings</b>	Due: January 9, 2018 Mid-year Self Evaluation to be completed. Prior to February Vacation: Schedule a meeting with Primary Evaluator to discuss evaluation.
<b>End-Year Summary Self-Ratings/ Evaluator Ratings</b>	Due: April 20, 2018 Year-End Self Evaluation to be completed. Due: May - June 2018 Schedule a meeting with Primary Evaluator to discuss evaluation and goals.

# Teacher Evaluation Rubrics

by Kim Marshall – Revised January 2, 2014

## Organization, Rationale, and Suggestions for Implementation

1. The rubrics have six domains covering all aspects of a teacher's job performance:

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities

2. The rubrics use a four-level rating scale:

- 4 – *Highly Effective* – Master teacher performance that meets very demanding criteria
- 3 – *Effective* – Solid, expected professional performance; teachers should feel good about scoring at this level
- 2 – *Improvement Necessary* – Performance is mediocre; no teacher should be content to remain at this level
- 1 – *Does Not Meet Standards* – Unacceptable performance leading to an improvement plan, intensive support, and, if improvement isn't made within a reasonable amount of time, dismissal

3. These rubrics aim to provide a shared definition of the work teachers do with students and colleagues. To gather the information needed to fill out the rubrics at the end of a school year, supervisors need to make frequent, short, unannounced classroom visits (at least ten per teacher per year); have a face-to-face coaching conversation after each one (ideally in the teacher's classroom when students aren't there); regularly observe teachers in team meetings and other settings; and possibly look at student survey data. The rubrics should *not* be used as checklists during classroom visits or in post-observation conferences – their comprehensive scope and evaluative tone are likely to hamper thoughtful observation and effective coaching. Rather, the rubrics should inform teachers' work and supervisors' observations throughout the year and serve as a memory prompt and structuring protocol when it's time to evaluate the year's work.

4. This suggests that the rubrics should be used formally at three points: (a) As school opens, Teachers self assess using their previous year's summative (May/June) to renew and discuss and meet with their supervisor, and set 2-3 improvement goals; (b) At mid-year, annual contract teachers and supervisor meet and compare ratings page by page, discuss any differences, assess progress on the teacher's goals, and identify areas for growth; and (c) At the end of the year, teacher and supervisor repeat this process and reach closure on the year's ratings (the supervisor, of course, has the final say). Evaluation meetings work best if the teacher and supervisor fill out the rubrics beforehand, discuss only the areas where they disagree, and talk about those areas based on the teacher's actual performance. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurt feelings. This does not help teachers improve. The best thing a supervisor can do for an underperforming teacher is to visit frequently, give candid, evidence-based feedback, listen to the teacher's concerns, and organize robust follow-up support.

5. When scoring each rubric line, it's best to read the *Effective* level first, and if that doesn't capture the teacher's work, look left or right and mark the level that contains the most accurate description. When all ten lines are done, the page provides a graphic display of areas that deserve praise and those that need improvement. The supervisor gives an overall rating at the bottom and writes a comment per domain, and when all six pages have been scored, records the ratings on the summary page, gives the teacher an overall rating, the evaluators writes summative comments and both teacher and evaluator both sign off.

6. When an entire staff is scored honestly using the rubrics, it's possible to create a color-coded spreadsheet that can serve as a (confidential) roadmap for school-wide professional development (see the samples on page 9 and 10).

7. The rubrics synthesize an extensive research base on classroom and professional practices that affect children's learning. Although student achievement is not evaluated by the rubrics, it's reasonable to assume that in a well-run school (positive climate, professional working conditions, aligned curriculum, etc.) the more *Effective* and *Highly Effective*

ratings a teacher has, the better students will do. For ideas on how to include student learning in the teacher-evaluation process, see Marshall's book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2nd edition, 2013, p. 121).

8. The rubrics are open source and may be used and adapted by schools and districts as they see fit.

## A. Planning and Preparation for Learning

The teacher:	<b>4</b> Highly Effective	<b>3</b> Effective	<b>2</b> Improvement Necessary	<b>1</b> Does Not Meet Standards
<b>a. Knowledge</b>	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
<b>b. Standards</b>	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on standardized assessments.	Plans the year so students will meet high standards and be ready for standardized assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
<b>c. Units</b>	Plans almost all units with big ideas, essential questions, knowledge, skill, transfer, and non-cognitive goals covering most Bloom levels.	Plans most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
<b>d. Assessments</b>	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
<b>e. Anticipation</b>	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
<b>f. Lessons</b>	Designs each lesson with clear, measurable, achievable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable, achievable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
<b>g. Engagement</b>	Designs highly relevant lessons that will motivate virtually all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
<b>h. Materials</b>	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
<b>i. Differentiation</b>	Designs lessons that break down complex tasks and address students' learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
<b>j. Environment</b>	Uses room arrangement, materials, and displays to create an inviting climate and maximize student learning.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

**Overall rating:** \_\_\_\_\_ **Comments:** \_\_\_\_\_

## B. Classroom Management

**4**  
**Highly Effective**

**3**  
**Effective**

**2**  
**Improvement  
Necessary**

**1**  
**Does Not Meet  
Standards**

The teacher:

<b>a.</b> <b>Expectations</b>	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with <i>ad hoc</i> rules and consequences as events unfold during the year.
<b>b.</b> <b>Relationships</b>	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.
<b>c.</b> <b>Respect</b>	Creates a climate of respect and buy-in such that disruption of learning is virtually unthinkable.	Wins almost all students' respect and discipline problems are few and far between.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
<b>d.</b> <b>Social-emotional</b>	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
<b>e.</b> <b>Routines</b>	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
<b>f.</b> <b>Responsibility</b>	Gets virtually all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
<b>g.</b> <b>Repertoire</b>	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
<b>h.</b> <b>Efficiency</b>	Skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off-task teacher behavior.
<b>i.</b> <b>Prevention</b>	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
<b>j.</b> <b>Incentives</b>	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

**Overall rating:** \_\_\_\_\_ **Comments:** \_\_\_\_\_

## C. Delivery of Instruction

**4**  
**Highly Effective**

**3**  
**Effective**

**2**  
**Improvement  
Necessary**

**1**  
**Does Not Meet  
Standards**

The teacher:

<b>a.</b> <b>Expectations</b>	Exudes high expectations, urgency, and determination that all students will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
<b>b.</b> <b>Mindset</b>	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
<b>c.</b> <b>Goals</b>	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars; virtually all students can articulate them.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
<b>d.</b> <b>Connections</b>	Hooks virtually all students in units and lessons by activating knowledge, experience, reading, and vocabulary.	Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
<b>e.</b> <b>Clarity</b>	Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
<b>f.</b> <b>Repertoire</b>	Uses a wide range of well-chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
<b>g.</b> <b>Engagement</b>	Gets virtually all students involved in focused activities, actively learning and problem-solving, losing themselves in the work.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
<b>h.</b> <b>Differentiation</b>	Successfully reaches virtually all students by skillfully differentiating and scaffolding and using peer and adult helpers.	Differentiates and scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
<b>i.</b> <b>Nimbleness</b>	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
<b>j.</b> <b>Closure</b>	Consistently has students summarize and internalize what they learn and apply it to real-life situations and future opportunities.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

**Overall rating:** \_\_\_\_\_ **Comments:** \_\_\_\_\_

## D. Monitoring, Assessment, and Follow-Up

**4**  
**Highly Effective**

**3**  
**Effective**

**2**  
**Improvement  
Necessary**

**1**  
**Does Not Meet  
Standards**

The teacher:

	<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Necessary</b>	<b>1</b> <b>Does Not Meet Standards</b>
<b>a.</b> <b>Criteria</b>	Consistently posts and reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
<b>b.</b> <b>Diagnosis</b>	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
<b>c.</b> <b>On-the-Spot</b>	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
<b>d.</b> <b>Self-Assessment</b>	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
<b>e.</b> <b>Recognition</b>	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
<b>f.</b> <b>Interims</b>	Works with colleagues to immediately use interim assessment data to fine-tune teaching, re-teach, and help struggling students.	Promptly uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Returns tests to students and follows up by clarifying a few items that caused problems.	Is slow getting test results back to students and moves on without analyzing data and following up with students.
<b>g.</b> <b>Tenacity</b>	Relentlessly follows up with struggling students with personal attention so that virtually all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
<b>h.</b> <b>Support</b>	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
<b>i.</b> <b>Analysis</b>	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
<b>j.</b> <b>Reflection</b>	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

**Overall rating:** \_\_\_\_\_ **Comments:** \_\_\_\_\_

## E. Family and Community Outreach

**4**  
**Highly Effective**

**3**  
**Effective**

**2**  
**Improvement  
Necessary**

**1**  
**Does Not Meet  
Standards**

The teacher:

<b>a. Respect</b>	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
<b>b. Belief</b>	Shows each parent an in-depth knowledge of their child and a strong belief that he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
<b>c. Expectations</b>	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
<b>d. Communication</b>	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
<b>e. Involving</b>	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
<b>f. Homework</b>	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
<b>g. Responsiveness</b>	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
<b>h. Reporting</b>	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
<b>i. Outreach</b>	Successfully contacts and works with virtually all parents, including those who are hard to reach.	Reaches out to all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
<b>j. Resources</b>	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

**Overall rating:** \_\_\_\_\_ **Comments:** \_\_\_\_\_

## F. Professional Responsibilities

The teacher:	<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Necessary</b>	<b>1</b> <b>Does Not Meet Standards</b>
<b>a. *</b> <b>Attendance</b>	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate attendance (90% -94%) If there are extenuating circumstances, state below.	Has poor attendance (89% or less). If there are extenuating circumstances, state below.
<b>b.</b> <b>Language</b>	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
<b>c.</b> <b>Reliability</b>	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
<b>d.</b> <b>Professionalism</b>	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
<b>e.</b> <b>Judgment</b>	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
<b>f. Above- and- beyond</b>	Is an important member of teacher teams and committees and frequently volunteers for extra activities.	Shares responsibility for grade level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
<b>g.</b> <b>Leadership</b>	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
<b>h.</b> <b>Openness</b>	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
<b>i.</b> <b>Collaboration</b>	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
<b>j.</b> <b>Growth</b>	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

\* Based on absences professional days and FMLA Leaves are exempt

**Overall rating:** \_\_\_\_\_ **Comments:** \_\_\_\_\_

## Evaluation Summary Page

Teacher's name: \_\_\_\_\_ School year: \_\_\_\_\_

School: \_\_\_\_\_ Subject area: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

### **RATINGS ON INDIVIDUAL RUBRICS:**

#### A. Planning and Preparation for Learning:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### B. Classroom Management:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### C. Delivery of Instruction:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### D. Monitoring, Assessment, and Follow-Up:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### E. Family and Community Outreach:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### F. Professional Responsibilities:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

### **OVERALL RATING:**

**Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards**

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY TEACHER:

Evaluator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

## Case Manager Evaluation Rubric

### I. PLANNING AND PREPARATION FOR LEARNING

Case Mgr:	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<b>a. Knowledge</b>	Is an expert in how students learn as well as in the characteristics and impact of disabilities.	Has a good grasp of how students learn as well as of the characteristics and impact of disabilities.	Is somewhat familiar with how students learn as well as with the characteristics and impact of disabilities.	Has little familiarity with how students learn or with the characteristics and impact of disabilities.
<b>b. Long term planning*</b>	Has a clearly articulated plan for the year that is tightly aligned with state and district standards and assessments; addresses the developmental levels of all students and all levels of thinking.	Plans the year so students will meet state and district standards and assessments; considers different levels of thinking.	Plans lessons by lesson and has little familiarity with state standards and assessments.	Plans lessons in the moment with no familiarity with state standards and assessments.
<b>c. Lessons *</b>	Designs individual and group lessons with clear, measurable goals closely aligned with state and district standards, unit outcomes and IEPs.	Designs individual and group lessons with measurable outcomes aligned with state standards, unit goals and IEPs.	Plans lessons with only unit goals and IEPs in mind.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
<b>d. Differentiation</b>	Designs lessons that consider all student learning needs, goals, styles, and interests.	Designs lessons that consider most student learning needs, goals, styles, and interests.	Designs lessons that only consider some student learning needs, goals, styles, or interests.	Designs lessons that do not consider student learning needs, goals, styles, or interests.
<b>e. Engagement</b>	Designs highly relevant, varied lessons that orchestrate student ownership for mastering content.	Designs relevant lessons that promote student ownership of content.	Plans lessons that may engage some student interest but may not support student investment in content.	Plans lessons with little likelihood of engaging or involving students.
<b>f. Anticipation*</b>	Anticipates misconceptions students are likely to face and plans how to overcome them.	Anticipates misconceptions and confusion students are likely to face.	Considers one or two ways students might become confused with the content.	Proceeds without considering misconceptions students might have about the material.
<b>g. Assessments*</b>	Prepares diagnostic, formative and summative assessments to monitor student learning.	Plans formative and summative assessments to measure student learning.	Creates unit assessment only as instruction proceeds.	Drafts final assessments shortly before they are given.
<b>h. Organizing Learning</b>	Designs lessons that incorporate an appropriate mix of highly effective, diverse learning strategies and materials including technology.	Designs lessons that use an effective, diverse mix of learning strategies and materials including technology.	Plans lessons that involve an inconsistent mix of effective and ineffective learning strategies and materials including technology.	Plans lessons that rely mainly on ineffective learning strategies and materials including technology.
<b>i. Environment</b>	Maximizes room arrangement to enhance learning objectives and student performance.	Organizes room to support enhance learning objectives and student performance.	Somewhat organizes room, but without enhancing learning objectives and /or student performance.	Has little or no organization of room, which detracts from learning objectives and student performance

Overall Rating: \_\_\_\_\_ Comments:.

## Case Manager Evaluation Rubric

### II. CLASSROOM MANAGEMENT

Case Mgr.:	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<b>a. Expectations</b>	Is direct, specific, consistent and tenacious in communicating and implementing high expectations for student behavior both in and out of the classroom.	Clearly communicates and consistently implements expectations for student behavior.	Announces and posts classroom rules and consequences, but does not consistently enforce them.	Comes up with <i>ad hoc</i> rules and consequences as events unfold, and does not consistently enforce them
<b>b. Relationships</b>	Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships.	Is fair and respectful towards student differences and builds positive relationships with most students.	Is fair and respectful towards most students and builds positive relationships with some students.	Can be unfair and disrespectful to students; plays favorites.
<b>c. Climate</b>	Creates a climate that fosters self- and peer-monitoring in which disruption of learning is not tolerated.	Refuses to tolerate disruption and encourages student monitoring.	Attempts to create a productive learning environment, but there are regular disruptions in the classroom.	Does not create a productive learning environment; the classroom is frequently chaotic and sometimes dangerous.
<b>d. Social-emotional</b>	Successfully develops social-emotional skills to support positive interactions among students.	Fosters positive interactions among students and teaches useful social-emotional skills.	Attempts to foster interactions among students and to teach social skills with minimal success.	Does not attempt to foster interactions among students or teach social skills.
<b>e. Student responsibility</b>	Successfully develops students' self-discipline and sense of responsibility for their actions.	Holds students responsible for their actions and encourages a sense of accountability.	Tries but may be unsuccessful in getting students to be responsible for their actions.	Is unsuccessful in fostering students' self-discipline and sense of responsibility for their actions.
<b>f. Anticipation</b>	Anticipates, prevents and responds to situations that may develop into behavior issues.	Proactively considers and responds to situations that may develop into behavior issues.	Does not anticipate behavior issues, but attempts to address issues as they arise.	Does not consider – and may contribute to – behavior issues that may arise.
<b>g. Discipline repertoire</b>	Has highly varied discipline repertoire and implements strategies appropriately and effectively.	Has a repertoire of discipline “moves” and implements them as needed.	Has a limited disciplinary repertoire and may struggle with implementation.	Has few discipline “moves” and constantly struggles with implementation.
<b>h. Efficiency</b>	Maximizes academic learning time through effective routines and smooth transitions.	Effectively utilizes academic learning time through clear routines and transitions.	Sometimes loses teaching time due to inconsistent routines and/or inefficient transitions.	Loses instructional time because of confusion, interruptions and poorly executed transitions.

Overall Rating: \_\_\_\_\_ Comments: \_\_\_\_\_

## Case Manager Evaluation Rubric

### III. DELIVERY OF INSTRUCTION

Case Mgr.:	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<b>a. Learning Expectations</b>	Conveys high learning expectations and convinces all students that they will master the material.	Sets high learning expectations and encourages students to master the material.	Sets minimal expectations for learning and skills.	Has no learning expectations and gives up on some students.
<b>b. Effort-Based</b>	Encourages students to be risk-takers, learn from their mistakes and believe that through effective effort, they will learn and improve their skills.	Guides students to learn from their mistakes and believe that through effective effort, they will learn and improve their skills.	Corrects students when they make mistakes but does not guide learning from errors.	Does not see mistakes as a learning tool; students do not feel comfortable taking risks.
<b>c. Framing*</b>	Uses essential questions, goals, lesson objectives, exemplars and other strategies to give students a clear sense of purpose.	Communicates lesson objectives to give students a clear sense of purpose.	Attempts to communicate the main learning objectives of each lesson to students.	Begins lessons without giving students a sense of where instruction is headed.
<b>d. Connections</b>	Makes meaningful connections to students' prior knowledge, experience and readings.	Activates students' prior knowledge, experience and readings.	Attempts to activate students' prior knowledge, experiences and/or readings.	Does not activate students' prior knowledge, experiences and/or readings.
<b>e. Clarity of instruction</b>	Presents material thoroughly but succinctly, using relevant and engaging examples.	Uses clear explanations and accurate examples to present material.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Does not explain material or provide examples.
<b>f. Repertoire</b>	Utilizes a variety of highly effective teaching strategies, questions, pacing, materials, grouping practices and technologies to foster student learning.	Uses teaching strategies, questions, pacing, materials, grouping practices and technologies to support student learning.	Uses a limited range of teaching strategies, questions, materials, grouping practices and technologies.	Uses only one or two teaching strategies, technologies and types of questions and/or materials.
<b>g. Specialized Instruction</b>	Skillfully meets the learning needs and styles of all students by using a variety of strategies.	Effectively meets the learning needs and styles of most students.	Attempts to meet the learning needs and styles of students, with mixed success.	Does not attempt to meet the learning needs and styles of students.
<b>h. Responding to confusion (nimbleness)</b>	Deftly exploits teachable moments and corrects misunderstandings. Is skilled at assessing student confusion and its sources and responding in individually appropriate ways.	Is flexible to take advantage of teachable moments and correct misunderstandings. Realizes when students are confused and responds in appropriate ways.	Is focused on implementing plans and sometimes misses teachable moments. Does not consistently realize when students are confused, or may not respond in an effective way.	Is rigid and inflexible with plans and rarely takes advantage of teachable moments. Does not realize when students are confused, or does not respond in an effective way.
<b>i. Generalization of skills</b>	Consistently provides activities and strategies that will generalize skills to classroom and other settings.	Usually provides activities and strategies that will generalize skills to classroom and other settings.	Sometimes provides activities and strategies that will generalize skills to classroom and other settings.	Does not provide activities or strategies that will generalize skills to classroom or other settings.

# Case Manager Evaluation Rubric

## III. DELIVERY OF INSTRUCTION

Case Mgr.:	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<b>j. Homework *</b>	Assigns meaningful homework and provides rich and timely feedback.	Assigns appropriate homework and gives feedback.	Assigns homework, but rarely follows up.	Assigns homework but does not follow-up, or does not assign homework.

Overall Rating: \_\_\_\_\_ Comments:

## Case Manager Evaluation Rubric

### IV. MONITORING, ASSESSMENT AND FOLLOW-UP

Case Mgr.:	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<b>a. Criteria*</b>	Displays, distributes and reviews the criteria for proficient work and provides rubrics and exemplars.	Posts clear criteria for proficiency and provides rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades or skill acquisition.
<b>b. Formal Assessments</b>	Utilizes thorough and purposeful pre-, formative and summative assessments to evaluate student skill levels and inform instruction.	Uses pre-, formative and summative assessments to evaluate student skill levels and adjust instruction.	Uses formative and summative assessments, but depth and quality are inconsistent, and/or does not adjust instruction.	Begins instruction without considering students' prior skills; gives poorly constructed summative assessments without conducting formative assessments.
<b>c. Informal Assessments (On-the-Spot)</b>	Frequently uses a variety of methods to check for understanding in the moment of instruction and immediately re-teaches or clarifies. Is tenacious in repeating the process if necessary.	Uses a variety of methods to check for understanding and immediately re-teaches or clarifies.	Has a limited repertoire of methods to check for understanding during instruction and sometimes misses opportunities for clarification.	Does not check for understanding during instruction.
<b>d. Feedback</b>	Is timely and conscientious in providing specific, constructive, meaningful feedback to promote student growth.	Is conscientious in providing specific, constructive, meaningful feedback to encourage student growth.	Provides general feedback, but is not always constructive or conscientious.	Does not provide meaningful, conscientious or constructive feedback.
<b>e. Student Self-Assessment</b>	Creates an environment where students can set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Creates an environment where students self-assess and monitor their performance.	Urges students to look over their work, see where they had trouble and aim to improve those areas.	Allows students to move on without self-assessing.
<b>f. Tenacity</b>	Relentlessly follows up with/gives personal attention to struggling students to help them reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers extra help but with limited follow-through; the onus is on the student to reach proficiency.	Does not offer extra help or support.
<b>g. Support</b>	Makes sure that all students who need additional support and specialized diagnoses receive appropriate, immediate services.	When necessary, refers students for additional services and/or specialized diagnoses.	Sometimes doesn't promptly refer students for additional services, or refers students who don't need it.	Fails to refer students for special services and/or refers students who don't need them.

Overall Rating: \_\_\_\_\_ Comments: \_\_\_\_\_

## Case Manager Evaluation Rubric

Case Mgr.:	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<b>a. Knowledge &amp; compliance</b>	Demonstrates extensive knowledge of special education laws and procedures. Fully understands and complies with all procedural timelines and safeguards.	Demonstrates thorough knowledge of special education laws and procedures. Faithfully adheres to all procedural timelines and safeguards.	Demonstrates basic knowledge of special education laws and procedures, but needs support in implementation; does not always follow established timelines and safeguards.	Demonstrates little or no knowledge of special education laws and procedures, and/or does not follow established procedures and guidelines.
<b>b. Written Consent *</b>	Prepares forms for parents to sign to ensure necessary permissions are granted before testing and for releasing of information to outside agencies or individuals.	Ensures necessary permission for evaluations and for release of information to outside agencies or individuals are granted.	Sometimes ensures necessary permissions for testing, but not those for release of information.	Fails to have the necessary permissions for evaluations or release of information.
<b>c. TEAM Meetings</b>	If Chair, effectively follows state mandated guidelines for annual reviews. If participant, contributes in a meaningful and concise way to annual review meetings.	If Chair, follows state mandated guidelines for annual reviews. If participant, adequately contributes to annual review meetings.	If Chair, may not follow state mandated guidelines for annual reviews. If participant, may make unfocused or irrelevant contributions to annual review meetings.	If Chair, does not follow state mandated guidelines for annual reviews. If participant, does not contribute, or makes irrelevant contributions to, annual review meetings.
<b>d. Responding to CST &amp; Team written referrals*</b>	Proactively responds to referrals and makes highly competent assessments of student needs by choosing suitable assessment procedures to address referral questions.	Responds to referrals and makes adequate assessments of student needs by choosing suitable assessment procedures to address referral questions.	Responds to referrals when pressed but completes inadequate assessments of student needs.	Fails to respond to referrals, or makes hasty assessments of student needs.
<b>e. Written reports</b>	Writes clear, detailed and accurate reports; analysis, conclusions and recommendations are valuable.	Writes accurate reports; analysis, conclusions and recommendations are appropriate.	Writes accurate reports that lack specificity; analysis, conclusions and recommendations are not always appropriate.	Writes reports that are inaccurate, or that include inappropriate analysis, conclusions and recommendations.
<b>f. IEP Writing</b>	Creates well-written, thorough and concise IEPs that include appropriate and meaningful recommendations to uniquely address student needs.	Creates accurate, well-written IEPs that include appropriate recommendations.	Creates IEPs that are not always thorough, may be poorly written or are unnecessarily long; recommendations are somewhat appropriate.	Creates IEPs that are not thorough, are poorly written and include inappropriate recommendations.
<b>g. Integrating IEP goals</b>	Is fully aware of entire IEP and incorporates skills, goals and strategies from other disciplines for a coordinated approach.	Is aware of entire IEP and sometimes incorporates skills from other disciplines.	Is aware of some parts of IEP and incorporates skills from other disciplines when required or convenient.	Is not aware of entire IEP and does not incorporate skills from other disciplines even when required.

## Case Manager Evaluation Rubric

Case Mgr.:	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<b>h. Monitoring progress</b>	Comprehensively and effectively measures progress towards IEP goals and objectives, and provides substantial feedback to students and parents.	Measures progress towards IEP goals and objectives, and provides feedback to students and parents.	Attempts to measure progress towards IEP goals and objectives, but may not be effective in monitoring or may not communicate progress effectively to students and parents.	Does not measure progress towards IEP goals and objectives, and/or does not communicate progress to students or parents.
<b>i. Assistive technology</b>	Vigilantly ensures that assistive technologies required by IEP are being used, maintained, and monitored correctly. Is skilled in using assistive technology.	Often checks to see that assistive technologies are being used, maintained and monitored correctly. Is effective at using assistive technology.	Does not always check to see that assistive technologies are being used, maintained and monitored correctly. Is aware of assistive technology, but may not be skilled in using it.	Does not check to see that assistive technologies are being used, maintained or monitored correctly. Is unaware of assistive technology, or is not skilled in using it.
<b>j. Consultation</b>	Proactively consults and advocates for students with administrators, teachers and support personnel with education and resources.	Consults and advocates for students with administrators, teachers and support personnel.	Sometimes consults and advocates for students with administrators, teachers and support personnel.	Does not consult or advocate for students with administrators, teachers or support personnel.

Overall Rating: \_\_\_\_\_ Comments:

*\* May not be applicable*

## Case Manager Evaluation Rubric

### VI. FAMILY AND COMMUNITY OUTREACH

The Teacher:	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<b>a. Respect</b>	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
<b>b. Expectations</b>	Gives parents clear, accessible expectations for student learning and behavior, and demonstrates a strong belief that students will meet or exceed standards.	Gives parents clear expectations for student learning and behavior, and demonstrates belief that students will reach standards.	Sends home a syllabus and list of classroom rules for learning and/or behavior.	Does not communicate learning or behavior expectations to parents.
<b>c. Communicating with families</b>	Promptly and frequently informs all parents, even those who are hard to reach, of positive news about their children, and immediately flags any problems.	Updates parents on good news and promptly informs parents of behavior and learning problems; attempts to contact hard-to-reach parents.	Updates easy-to-reach parents about behavior and learning problems, but rarely mentions positive news.	Makes little or no effort to contact parents with news about their child.
<b>d. Support</b>	Frequently informs parents about how to appropriately support and enrich the curriculum at home.	Informs parents about how to support the curriculum at home.	Occasionally informs parents about how to help students at home.	Does not communicate with parents about how to help students at home.
<b>e. Responsiveness to parent concerns</b>	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.
<b>f. Reporting</b>	Through conferences, report cards and informal communication, provides detailed and helpful feedback to parents about student progress.	Through conferences, report cards and informal communication, provides helpful feedback to parents about student progress.	Relies primarily on report cards and conferences to communicate with parents and provide feedback about student progress.	Gives out report cards and conducts conferences as required, but does not communicate effectively to parents about student progress.
<b>g. Engagement</b>	Uses of a variety of strategies to engage families to participate appropriately and consistently in the classroom and school community.	Engages families to participate appropriately in the classroom and school community.	Makes limited or ineffective attempts to involve families in the classroom or school community.	Does not attempt to engage families in the classroom or school community, or actively discourages their participation.

Overall Rating: \_\_\_\_\_ Comments: \_\_\_\_\_

Speech Pathologist Evaluation Rubric

**I. PLANNING AND PREPARATION**

The speech pathologist:	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>a. Attendance</b>	Has perfect or near-perfect attendance (98%-100%)	Has very good attendance (95%-97%)	Has moderate attendance (90% - 94%). If there are extenuating circumstances, state below.	Has poor attendance (89% or less). If there are extenuating circumstances, state.
<b>b. Reliability</b>	Carries out paperwork, duties, and assignments conscientiously and punctually; prioritizes tasks; keeps meticulous records.	Is punctual and reliable with paperwork, duties, and assignments; prioritizes tasks; keeps accurate records.	Occasionally skips or is late with paperwork, duties, and/or assignments; sometimes makes errors in records.	Frequently skips and is late with paperwork, duties, and assignments; makes errors in records.
<b>c. Professionalism</b>	Presents as a consummate professional in words, action and appearance.	Usually demonstrates professional demeanor in words, action and appearance.	Is occasionally and/or slightly unprofessional in words, action and/or appearance.	Is unprofessional in words, action and appearance.
<b>d. Judgment</b>	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality.	Is ethical and transparent, uses good judgment, and maintains confidentiality with students.	Sometimes uses questionable judgment, is less than completely forthright, and/or discloses confidential information.	Acts in an ethically questionable manner, uses poor judgment, and/or discusses confidential information.
<b>e. Contributions</b>	Frequently contributes valuable ideas and expertise to teacher teams, meetings, and committees to further the school and district's mission.	Contributes ideas and expertise to teacher teams, meetings, and committees to support the school and district's mission.	Is reluctant to contribute to teams, meetings, and committees, or contributions are minimally helpful.	Does not contribute to teacher teams, meetings or committees.
<b>f. Collaboration</b>	Participates in ongoing meetings with colleagues and specialists to plan units, share best practices and analyze assessments.	Meets frequently with colleagues to plan units, share best practices and examine assessments.	Meets occasionally with colleagues to share ideas about teaching and student work.	Meets infrequently with colleagues, and/or conversations lack educational substance.
<b>g. Communication</b>	Identifies and informs the appropriate channels of any concerns and reaches out for help and suggestions when needed.	Keeps the administration informed about concerns and asks for help when it is needed.	Is reluctant to share concerns with the administration or to ask for help.	Does not share concerns or constantly complains, and is not open to help.
<b>h. Openness</b>	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Is very defensive about criticism; refuses to listen to feedback or suggestions; does not change.
<b>i. Reflecting on practice</b>	Is highly accurate and perceptive in his/her reflections, citing specific examples of what were not successful for at least some students. Draws on extensive repertoire to suggest alternative strategies.	Provides accurate and objective reflection of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how his/her practice might be improved.	Is moderately accurate and objective in reflection of practice without citing specific examples, and with only global suggestions as to how it might be improved.	Does not reflect on practice, or the reflections are inaccurate or self-serving.

Speech Pathologist Evaluation Rubric

**I. PLANNING AND PREPARATION**

The speech pathologist:	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>j. Professional Development</b>	Actively pursues professional development opportunities and makes substantial contribution to the profession.	Seeks out opportunities for professional development based on an individual assessment of need.	Participation in professional development activities is limited to those that are convenient or required.	Does not participate in professional development activities, even when such activities are clearly needed for the development of skills.
<b>k. Flexibility</b>	Easily adapts to changes in schedules, case load, and special education issues as needed with ease.	Is able to adapt to changes in schedules, case load, and special education issues as needed.	Has difficulty adapting to changes in schedules, case load, and special education issues.	Is unable to adapt to changes in schedules, case load, and special education issues.
<b>l. Licensure</b>	Holds the necessary and current license, and has taken advanced graduate courses in areas of specialty relevant to licensure.	Holds the necessary and current license.	Holds waiver while working towards licensure.	Does not hold the necessary license or has allowed license to expire.

Speech Pathologist Evaluation Rubric

**I. PLANNING AND PREPARATION**

The speech pathologist:	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>a. Knowledge</b>	Is an expert in speech and language and in child development as it relates to how students learn and perform in the classroom.	Knows speech and language well and has a good grasp of child development as it relates to how students learn and perform in the classroom.	Is somewhat familiar with speech and language, and/or has a few ideas about how students learn.	Has little familiarity with speech and language or with how students learn.
<b>b. Goals for speech and language program</b>	Establishes goals for the therapy program that are highly appropriate to the situation in the school (including roles in CST and RTI) and to the age and developmental level of the students; develops goals following consultations w/ administrators and teacher.	Establishes goals for the program that are clear and appropriate to the situation in the school and to the age and developmental level of the students.	Establishes goals for the program that are rudimentary and partially suitable to the situation in the school and to the age and developmental level of the students.	Has no clear goals for the therapy program, or establishes goals that are inappropriate to either the situation or the age and developmental level of the students.
<b>c. Interventions match standards</b>	Designs lessons with clear, measurable goals closely aligned with current needs and goals and with learning standards delineated by IEPs.	Designs lessons focused on measurable outcomes aligned with most learning standards delineated by IEP.	Plans lessons with unit goals in mind but without considering IEP learning standards.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
<b>d. Differentiation in small group instruction</b>	Designs highly effective lessons that address individual student learning needs and goals.	Designs lessons that target diverse learning needs and goals.	Plans lessons with little thought as to how to accommodate special needs students.	Plans lessons aimed at filling time.
<b>e. Engagement</b>	Designs highly relevant goals and lessons that orchestrate student ownership of the objectives of the session.	Designs relevant lessons that promote student ownership of objectives of the session.	Plans lessons that may engage some student interest but may not support all student investment in the objectives of the session.	Plans lessons with little likelihood of engaging or involving students to attain objectives of the session.
<b>f. Organizing Learning</b>	Designs lessons that incorporate an appropriate mix of commercially available and curriculum-based learning strategies and materials for diverse learners including technology.	Designs lessons that use an effective, diverse mix of learning strategies and materials including technology.	Plans lessons that involve an inconsistent mix of effective and ineffective learning strategies and materials including technology.	Plans lessons that rely mainly on ineffective learning strategies and materials including technology.
<b>g. Organization and use physical space</b>	Organizes testing space and classroom to support therapeutic and learning goals; arranges all materials for convenient access when needed.	Organizes testing space and classroom in an appropriate manner; arranges most materials for convenient access when needed.	Somewhat organizes testing space and classroom, but materials may be difficult to find when needed.	Has little or no organization of testing space and/or classroom, and materials are usually not available.

Overall Rating: \_\_\_\_\_ Comments:

## II. DELIVERY OF INSTRUCTION TO STUDENTS

The speech pathologist:	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>a. Intervention Expectations</b>	Is direct, specific and consistent in communicating intervention goals to students.	Clearly communicates intervention goals to students.	Sometimes communicates intervention goals to students.	Does not communicate intervention goals to students.
<b>b. Relationships</b>	Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships.	Is fair and respectful towards student differences and builds positive relationships with most students.	Is fair and respectful towards most students and builds positive relationships with some students.	Can be unfair and disrespectful to students; plays favorites.
<b>c. Behavioral expectations</b>	Establishes and enforces standards for student conduct and behavior that foster positive interactions and support individual behavior plans developed by Team both in and beyond therapy.	Implements strategies that mostly foster positive interactions and support individual behavior plans developed by Team.	Implements strategies that sometimes foster positive interactions but may not support individual behavior plans developed by Team.	Does not implement strategies to foster positive interactions, or strategies do not support individual behavior plans developed by Team.
<b>d. Efficiency</b>	Maximizes academic learning time through coherence, lesson momentum and smooth transitions.	Effectively uses academic learning time through clear instruction and transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and/or inefficient transitions.	Loses instructional time because of confusion, interruptions and poorly executed
<b>e. Connections</b>	Makes purposeful connections to students' prior knowledge, experience and readings.	Activates students' prior knowledge, experience, and sessions.	Attempts to activate students' prior knowledge, experiences and/or readings.	Does not activate students' prior knowledge,
<b>f. Clarity</b>	Presents material thoroughly but succinctly, using relevant and engaging examples.	Uses clear explanations and accurate examples to present material.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Does not explain material or provide examples.
<b>g. Techniques</b>	Consistently implements evidence-based best practices for assessments and interventions with students.	Implements evidence-based best practices for assessments and interventions with students.	Attempts to implement evidence-based best practices for assessments and interventions with students are not always successful.	Does not implement evidence-based best practices for assessments and interventions with students.
<b>h. Differentiation</b>	Skillfully individualizes instruction to meet the learning needs and styles of all students.	Individualizes instruction to accommodate most students' learning needs.	Attempts to individualize instruction and meet the needs of students with special needs, with mixed success.	Fails to individualize instruction for students with special needs.
<b>i. Generalization of skills</b>	Consistently provides activities and strategies that will generalize skills to classroom and other settings.	Provides activities and strategies that will generalize skills to classroom and other settings.	Sometimes provides activities and strategies that will generalize skills to classroom and other settings.	Does not provide activities or strategies that will generalize skills to classroom and

## II. DELIVERY OF INSTRUCTION TO STUDENTS

The speech pathologist:	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>j. On-Going Assessments</b>	Uses a variety of effective methods to check if session goals are attained for each student and adjusts instruction as needed.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses less effective methods (e.g. thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods (e.g. "Is everyone with me?") to check for understanding.
<b>k. Feedback</b>	Is timely and conscientious in providing specific, constructive, meaningful feedback to promote student growth.	Is conscientious in providing specific, constructive, meaningful feedback to encourage student growth.	Provides general feedback, but is not always constructive or conscientious.	Does not provide meaningful, conscientious or constructive feedback.
<b>l. Student Self-Assessment</b>	Has students identify, judge and monitor targeted skills.	Has students set goals, self-assess and monitor their performance	Urges students to look over their work, see where they had trouble and aim to improve those areas, but does not guide or support such activities.	Allows students to move on without assessing or improving their problems in their work.

Overall Rating: \_\_\_\_\_ Comments:

### III. CLINICAL SERVICES

The speech pathologist:	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<b>a. Knowledge of regulations</b>	Demonstrates extensive knowledge of special education laws and procedures; takes a leadership role in reviewing and revising district policies.	Demonstrates thorough knowledge of special education laws and procedures.	Demonstrates basic knowledge of special education laws and procedures.	Demonstrates little or no knowledge of special education laws and procedures.
<b>b. IDEA &amp; ADA-A regulations &amp; procedures</b>	Fully understands and complies with procedural timelines and safeguards, and shares knowledge with others.	Ensures that all procedures and safeguards are faithfully adhered to.	Established procedures and safeguards are not always followed.	Does not follow established procedures and guidelines.
<b>c. Responding to formal CST, Team &amp; IEP Team referrals</b>	Proactively responds to referrals and makes thorough assessments of student needs by choosing suitable assessment procedures to answer referral questions.	Responds to referrals and makes competent assessments of student needs by choosing suitable assessment procedures to answer referral questions.	Responds to referrals when pressed, but may make inadequate assessments of student needs.	Fails to respond or makes hasty assessments of student needs.
<b>d. Team assessments</b>	Selects assessments that are consistent with ASHA Preferred Practice Patterns.	Selects assessments that are generally consistent with ASHA Preferred Practice Patterns.	Selects assessments that are sometimes consistent with ASHA Preferred Practice Patterns.	Selects assessments that are not consistent with ASHA Preferred Practice Patterns.
<b>e. Written Consent</b>	Prepares forms for parents to sign to ensure necessary permissions are granted before testing and for releasing of information to outside agencies or individuals.	Ensures necessary permission for evaluations and for release of information to outside agencies or individuals are granted.	Sometimes ensures necessary permissions for testing, but not those for release of information.	Fails to have the necessary permissions for evaluations or release of information.
<b>f. Collecting information</b>	Is proactive in collecting relevant information, interviewing both teachers and parents when necessary. Always secures necessary permissions to communicate with outside providers.	Collects all relevant information on which to base treatment plans. Secures necessary permissions to communicate with outside providers.	Collects information on which to base treatment plans, but it may not be the most relevant. Sometimes secures necessary permissions to communicate with outside providers.	Neglects to collect relevant information on which to base treatment plans. Does not secure the necessary permissions to communicate with outside providers.
<b>g. Written reports</b>	Presents oral and written reports that are accurate and clear, including educationally relevant recommendations, and are tailored for the audience.	Writes reports that are accurate and appropriate to the audience.	Writes reports that are accurate but lacking clarity and not always appropriate to the audience.	Writes reports that are inaccurate or no appropriate to the audience.

Overall Rating: \_\_\_\_\_ Comments: \_\_\_\_\_

### III. CLINICAL SERVICES

The speech pathologist:	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<b>h. IEP Writing</b>	Creates well-written, thorough and concise IEPs that include appropriate and meaningful recommendations to uniquely address student needs.	Creates accurate, well-written IEPs that include appropriate recommendations.	Creates IEPs that are not always thorough, may be poorly written or are unnecessarily long; recommendations are somewhat appropriate.	Creates IEPs that are not thorough, are poorly written and include inappropriate recommendations.
<b>i. Data management system</b>	Has developed a highly effective data management system for monitoring student progress related to IEPs, and uses it to communicate with teachers and parents and to adjust treatment when needed.	Has developed an effective data management system for monitoring student progress related to IEPs, and uses it to adjust treatment when needed.	Has developed a rudimentary data management system for monitoring student progress related to IEPs, and occasionally uses it to adjust treatment when needed.	Has not developed data management system, or system is in disarray and cannot be used to monitor student progress or to adjust treatment when needed.
<b>j. TEAM Meetings</b>	If Chair, effectively follows state mandated guidelines for annual reviews. If participant, contributes in a meaningful and concise way to annual review meetings.	If Chair, follows state mandated guidelines for annual reviews. If participant, adequately contributes to annual review meetings.	If Chair, may not follow state mandated guidelines for annual reviews. If participant, may make unfocused or irrelevant contributions to annual review meetings.	If Chair, does not follow state mandated guidelines for annual reviews. If participant, does not contribute, or makes irrelevant contributions to, annual review meetings.
<b>k. Consultation</b>	Proactively and effectively consults and advocates for students' speech and language needs with administrators, teachers and support personnel as a resource on speech and language.	Consults and advocates for students with administrators, teachers and support personnel.	Sometimes consults and advocates for students with administrators, teachers and support personnel.	Does not consult or advocate for students with administrators, teachers or support personnel.
<b>l. Assistive technology in IEP</b>	Vigilantly ensures that assistive technologies required by IEP are being used, maintained, and monitored correctly. Is skilled in using assistive technology.	Often checks to see that assistive technologies are being used, maintained and monitored correctly. Is effective at using assistive technology.	Does not always check to see that assistive technologies are being used, maintained and monitored correctly. Is aware of assistive technology, but may not be skilled in using it.	Does not check to see that assistive technologies are being used, maintained or monitored correctly. Is unaware of assistive technology, or is not skilled in using it.
<b>m. Incorporates IEP goals</b>	Is fully aware of entire IEP and incorporates skills, goals and strategies from other disciplines for a coordinated approach.	Is aware of entire IEP and sometimes incorporates skills from other disciplines.	Is aware of some parts of IEP and incorporates skills from other disciplines when required or convenient.	Is not aware of entire IEP and does not incorporate skills from other disciplines even when required.

Overall Rating: \_\_\_\_\_ Comments: \_\_\_\_\_

#### IV. FAMILY AND COMMUNITY OUTREACH

The speech pathologist:	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<b>a. Respect</b>	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
<b>b. Communicating with families</b>	Promptly and frequently informs all parents, even those who are hard to reach, of positive news about students, and immediately flags any problems.	Updates parents on good news and promptly informs parents of behavior and learning problems; attempts to contact hard-to-reach parents.	Updates easy-to-reach parents about behavior and learning problems, but rarely mentions positive news.	Makes little or no effort to contact parents with news about students.
<b>c. Generalization practice</b>	Assigns high-quality, home-based intervention activities and provides rich feedback to students and families.	Assigns quality home-based intervention activities and gives feedback to students and families.	Assigns home-based intervention activities but rarely follows up.	Assigns home-based intervention strategies but is resigned to the fact that many students won't return them, and does not follow-up.
<b>d. Responsiveness</b>	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.
<b>e. Reporting</b>	Through conferences, report cards and informal communication, provides detailed and helpful feedback to parents about student progress.	Through conferences, report cards and informal communication, provides helpful feedback to parents about student progress.	Relies primarily on report cards and conferences to communicate with parents and provide feedback about student progress.	Gives out report cards and conducts conferences as required, but does not communicate effectively to parents about student progress.

Overall Rating: \_\_\_\_\_ Comments: \_\_\_\_\_

## V. PROFESSIONAL RESPONSIBILITIES

The speech pathologist:	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<b>a. Attendance</b>	Has perfect or near-perfect attendance (98%-100%)	Has very good attendance (95%-97%)	Has moderate attendance (90%-97%) If there are extenuating circumstances, state below.	Has poor attendance(89% or less). If there are extenuating circumstances, state below.
<b>b. Reliability</b>	Carries out paperwork, duties and assignments conscientiously and punctually; prioritizes tasks; keeps meticulous records.	Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records.	Occasionally skips or is late with paperwork, duties and/or assignments; sometimes makes errors in records.	Frequently skips and is late with paperwork, duties and assignments; makes errors in records.
<b>c. Professionalism</b>	Presents as a consummate professional in words, action and appearance.	Usually demonstrates professional demeanor in words, action and appearance.	Is occasionally and/or slightly unprofessional in words, action and/or appearance.	Is unprofessional in words, action and appearance.
<b>d. Judgment</b>	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality.	Is ethical and transparent, uses good judgment and maintains confidentiality with students.	Sometimes uses questionable judgment, is less than completely forthright and/or discloses confidential information.	Acts in an ethically questionable manner, uses poor judgment and/or discusses confidential information.
<b>e. Contributions</b>	Frequently contributes valuable ideas and expertise to teacher teams, meetings and committees to further the school and district's mission.	Contributes ideas and expertise to teacher teams, meetings and committees to support the school and district's mission.	Is reluctant to contribute to teams, meetings and committees, or contributions are minimally helpful.	Does not contribute to teacher teams, meetings or committees.
<b>f. Communication</b>	Informs the administration of any concerns and reaches out for help and suggestions when needed.	Keeps the administration informed about concerns and asks for help when it is needed.	Is reluctant to share concerns with the administration or to ask for help.	Does not share concerns, or constantly complains and is not open to help.
<b>g. Openness</b>	Actively seeks out feedback and suggestions, and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Is very defensive about criticism; refuses to listen to feedback or suggestions; is resistant to change.
<b>h. Collaboration</b>	Seeks out teachers and administrators with whom to confer regarding cases, soliciting their perspective on individual students.	Advocates for students with teachers and administrators with whom to confer regarding individual cases.	Is available to staff for questions and planning; provides background material when requested, but does not initiate such interactions.	Is not available to staff for questions and planning; declines to provide background material when requested.
<b>i. Reflecting on practice</b>	Makes perceptive and accurate reflections on practice, citing specific examples of what was not successful for at least some students, then draws on extensive repertoire to suggest alternative strategies for instruction.	Provides accurate and objective reflections on practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how instruction might be improved.	Is moderately accurate and objective in reflections on practice without citing specific examples. Only makes global suggestions as to how instruction might be improved.	Does not reflect on practice, or the reflections are inaccurate or self-serving.

**V. PROFESSIONAL RESPONSIBILITIES**

The speech pathologist:

**Exemplary**

**Proficient**

**Needs Improvement**

**Unsatisfactory**

<p align="center"><b>j. Professional Development</b></p>	<p>Integrates best practices from supervisors, colleagues, workshops, readings and other sources.</p>	<p>Utilizes effective teaching ideas from supervisors, colleagues, workshops, readings and other sources.</p>	<p>Considers new ideas for improving teaching and learning.</p>	<p>Is not open to ideas for improving teaching and learning.</p>
<p align="center"><b>k. Licensure</b></p>	<p>Holds the necessary and current license and DESE certification, and has participated in advanced professional development in order to meet ASHA CEU requirements.</p>	<p>Holds the necessary and current license and DESE certification. Completes necessary ASHA CEUs to maintain licensure.</p>	<p>Holds Massachusetts Speech Therapy license; is working on DESE certification with waiver.</p>	<p>Does not hold the necessary license(s) or DESE certification.</p>

Overall Rating: \_\_\_\_\_ Comments:

# OT Evaluation Rubric

## I. PLANNING AND PREPARATION

The occupational therapist:

**4 – Highly Effective**

**3 - Effective**

**2 – Improvement Necessary**

**1 – Does Not Meet Standards**

<b>a. Knowledge</b>	Is an expert in occupational therapy and in child development as it relates to how students learn and perform in the classroom.	Knows occupational therapy well and has a good grasp of child development as it relates to how students learn and perform in the classroom.	Is somewhat familiar with occupational therapy, and/or has a few ideas about how students learn.	Has little familiarity with occupational therapy or with how students learn.
<b>b. Goals for occupational therapy program</b>	Establishes goals for the therapy program that are highly appropriate to the situation in the school (including roles in CST and RTI) and to the age and developmental level of the students; develops goals following consultations with administrators and teacher.	Establishes goals for the program that are clear and appropriate to the situation in the school and to the age and developmental level of the students.	Establishes goals for the program that are rudimentary and partially suitable to the situation in the school and to the age and developmental level of the students.	Has no clear goals for the therapy program, or establishes goals that are inappropriate to either the situation or the age and developmental level of the students.
<b>c. Interventions match standards</b>	Designs lessons with clear, measurable goals closely aligned with current needs and goals and with learning standards delineated by IEPs.	Designs lessons focused on measurable outcomes aligned with most learning standards delineated by IEP.	Plans lessons with unit goals in mind but without considering IEP learning standards.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
<b>d. Differentiation in small group instruction</b>	Designs highly effective lessons that address individual student learning needs and goals.	Designs lessons that target diverse learning needs and goals.	Plans lessons with little thought as to how to accommodate special needs students.	Plans lessons aimed at filling time.
<b>e. Engagement</b>	Designs highly relevant goals and lessons that orchestrate student ownership of the objectives of the session.	Designs relevant lessons that promote student ownership of objectives of the session.	Plans lessons that may engage some student interest but may not support all student investment in the objectives of the session.	Plans lessons with little likelihood of engaging or involving students to attain objectives of the session.
<b>f. Organizing Learning</b>	Designs lessons that incorporate an appropriate mix of commercially available and curriculum-based learning strategies and materials for diverse learners including technology.	Designs lessons that use an effective, diverse mix of learning strategies and materials including technology.	Plans lessons that involve an inconsistent mix of effective and ineffective learning strategies and materials including technology.	Plans lessons that rely mainly on ineffective learning strategies and materials including technology.
<b>g. Organization and use physical space</b>	Organizes testing space and classroom to support therapeutic and learning goals; arranges all materials for convenient access when needed.	Organizes testing space and classroom in an appropriate manner; arranges most materials for convenient access when needed.	Somewhat organizes testing space and classroom, but materials may be difficult to find when needed.	Has little or no organization of testing space and/or classroom, and materials are usually not available.

Overall Rating: \_\_\_\_\_ Comments: \_\_\_\_\_

## II. DELIVERY OF INSTRUCTION TO STUDENTS

The occupational therapist:

**4 – Highly Effective**

**3 - Effective**

**2 – Improvement Necessary**

**1 – Does Not Meet Standards**

<b>a. Intervention Expectations</b>	Is direct, specific and consistent in communicating intervention goals to students.	Clearly communicates intervention goals to students.	Sometimes communicates intervention goals to students.	Does not communicate intervention goals to students.
<b>b. Relationships</b>	Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships.	Is fair and respectful towards student differences and builds positive relationships with most students.	Is fair and respectful towards most students and builds positive relationships with some students.	Can be unfair and disrespectful to students; plays favorites.
<b>c. Behavioral expectations</b>	Establishes and enforces standards for student conduct and behavior that foster positive interactions and support individual behavior plans developed by Team both in and beyond therapy.	Implements strategies that mostly foster positive interactions and support individual behavior plans developed by Team.	Implements strategies that sometimes foster positive interactions but may not support individual behavior plans developed by Team.	Does not implement strategies to foster positive interactions, or strategies do not support individual behavior plans developed by Team.
<b>d. Efficiency</b>	Maximizes academic learning time through coherence, lesson momentum and smooth transitions.	Effectively uses academic learning time through clear instruction and transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and/or inefficient transitions.	Loses instructional time because of confusion, interruptions and poorly executed transitions.
<b>e. Connections</b>	Makes purposeful connections to students' prior knowledge, experience and readings.	Activates students' prior knowledge, experience, and sessions.	Attempts to activate students' prior knowledge, experiences and/or readings.	Does not activate students' prior knowledge, experiences and/or readings.
<b>f. Clarity</b>	Presents material thoroughly but succinctly, using relevant and engaging examples.	Uses clear explanations and accurate examples to present material.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Does not explain material or provide examples.
<b>g. Techniques</b>	Consistently implements evidence-based best practices for assessments and interventions with students.	Implements evidence-based best practices for assessments and interventions with students.	Attempts to implement evidence-based best practices for assessments and interventions with students are not always successful.	Does not implement evidence-based best practices for assessments and interventions with students.
<b>h. Differentiation</b>	Skillfully individualizes instruction to meet the learning needs and styles of all students.	Individualizes instruction to accommodate most students' learning needs.	Attempts to individualize instruction and meet the needs of students with special needs, with mixed success.	Fails to individualize instruction for students with special needs.
<b>i. Generalization of skills</b>	Consistently provides activities and strategies that will generalize skills to classroom and other settings.	Provides activities and strategies that will generalize skills to classroom and other settings.	Sometimes provides activities and strategies that will generalize skills to classroom and other settings.	Does not provide activities or strategies that will generalize skills to classroom and other settings.

## II. DELIVERY OF INSTRUCTION TO STUDENTS

The occupational therapist:

**4 – Highly Effective**

**3 - Effective**

**2 – Improvement Necessary**

**1 – Does Not Meet Standards**

<b>j. On-Going Assessments</b>	Uses a variety of effective methods to check if session goals are attained for each student and adjusts instruction as needed.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses less effective methods (e.g. thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods (e.g. “Is everyone with me?”) to check for understanding.
<b>k. Feedback</b>	Is timely and conscientious in providing specific, constructive, meaningful feedback to promote student growth.	Is conscientious in providing specific, constructive, meaningful feedback to encourage student growth.	Provides general feedback, but is not always constructive or conscientious.	Does not provide meaningful, conscientious or constructive feedback.
<b>l. Student Self-Assessment</b>	Has students identify, judge and monitor targeted skills.	Has students set goals, self-assess and monitor their performance	Urges students to look over their work, see where they had trouble and aim to improve those areas, but does not guide or support such activities.	Allows students to move on without assessing or improving their problems in their work.

Overall Rating: \_\_\_\_\_ Comments:

### III. CLINICAL SERVICES

The occupational therapist:

**4 – Highly Effective**

**3 - Effective**

**2 – Improvement Necessary**

**1 – Does Not Meet Standards**

<b>a. Knowledge of regulations</b>	Demonstrates extensive knowledge of special education laws and procedures; takes a leadership role in reviewing and revising district policies.	Demonstrates thorough knowledge of special education laws and procedures.	Demonstrates basic knowledge of special education laws and procedures.	Demonstrates little or no knowledge of special education laws and procedures.
<b>b. IDEA &amp; ADA-A regulations &amp; procedures</b>	Fully understands and complies with procedural timelines and safeguards, and shares knowledge with others.	Ensures that all procedures and safeguards are faithfully adhered to.	Established procedures and safeguards are not always followed.	Does not follow established procedures and guidelines.
<b>c. Responding to formal CST, Team &amp; IEP Team referrals</b>	Proactively responds to referrals and makes thorough assessments of student needs by choosing suitable assessment procedures to answer referral questions.	Responds to referrals and makes competent assessments of student needs by choosing suitable assessment procedures to answer referral questions.	Responds to referrals when pressed, but may make inadequate assessments of student needs.	Fails to respond or makes hasty assessments of student needs.
<b>d. Team assessments</b>	Selects assessments that are consistent with AOTA Scope of Practice.	Selects assessments that are generally consistent with AOTA Scope of Practice.	Selects assessments that are sometimes consistent with AOTA Scope of Practice.	Selects assessments that are not consistent with AOTA Scope of Practice.
<b>e. Written Consent</b>	Prepares forms for parents to sign to ensure necessary permissions are granted before testing and for releasing of information to outside agencies or individuals.	Ensures necessary permission for evaluations and for release of information to outside agencies or individuals are granted.	Sometimes ensures necessary permissions for testing, but not those for release of information.	Fails to have the necessary permissions for evaluations or release of information.
<b>f. Collecting information</b>	Is proactive in collecting relevant information, interviewing both teachers and parents when necessary. Always secures necessary permissions to communicate with outside providers.	Collects all relevant information on which to base treatment plans. Secures necessary permissions to communicate with outside providers.	Collects information on which to base treatment plans, but it may not be the most relevant. Sometimes secures necessary permissions to communicate with outside providers.	Neglects to collect relevant information on which to base treatment plans. Does not secure the necessary permissions to communicate with outside providers.
<b>g. Written reports</b>	Presents oral and written reports that are accurate and clear, including include educationally relevant recommendations, and are tailored for the audience.	Writes reports that are accurate and appropriate to the audience.	Writes reports that are accurate but lacking clarity and not always appropriate to the audience.	Writes reports that are inaccurate or no appropriate to the audience.

Overall Rating: \_\_\_\_\_ Comments:

### III. CLINICAL SERVICES

The occupational therapist:

**4 – Highly Effective**

**3 - Effective**

**2 – Improvement Necessary**

**1 – Does Not Meet Standards**

	<b>4 – Highly Effective</b>	<b>3 - Effective</b>	<b>2 – Improvement Necessary</b>	<b>1 – Does Not Meet Standards</b>
<b>h. IEP Writing</b>	Creates well-written, thorough and concise IEPs that include appropriate and meaningful recommendations to uniquely address student needs.	Creates accurate, well-written IEPs that include appropriate recommendations.	Creates IEPs that are not always thorough, may be poorly written or are unnecessarily long; recommendations are somewhat appropriate.	Creates IEPs that are not thorough, are poorly written and include inappropriate recommendations.
<b>i. Data management system</b>	Has developed a highly effective data management system for monitoring student progress related to IEPs, and uses it to communicate with teachers and parents and to adjust treatment when needed.	Has developed an effective data management system for monitoring student progress related to IEPs, and uses it to adjust treatment when needed.	Has developed a rudimentary data management system for monitoring student progress related to IEPs, and occasionally uses it to adjust treatment when needed.	Has not developed data management system, or system is in disarray and cannot be used to monitor student progress or to adjust treatment when needed.
<b>j. TEAM Meetings</b>	If Chair, effectively follows state mandated guidelines for annual reviews. If participant, contributes in a meaningful and concise way to annual review meetings.	If Chair, follows state mandated guidelines for annual reviews. If participant, adequately contributes to annual review meetings.	If Chair, may not follow state mandated guidelines for annual reviews. If participant, may make unfocused or irrelevant contributions to annual review meetings.	If Chair, does not follow state mandated guidelines for annual reviews. If participant, does not contribute, or makes irrelevant contributions to, annual review meetings.
<b>k. Consultation</b>	Proactively and effectively consults and advocates for students' occupational therapy needs with administrators, teachers and support personnel as a resource on occupational therapy.	Consults and advocates for students with administrators, teachers and support personnel.	Sometimes consults and advocates for students with administrators, teachers and support personnel.	Does not consult or advocate for students with administrators, teachers or support personnel.
<b>l. Assistive technology in IEP</b>	Vigilantly ensures that assistive technologies required by IEP are being used, maintained, and monitored correctly. Is skilled in using assistive technology.	Often checks to see that assistive technologies are being used, maintained and monitored correctly. Is effective at using assistive technology.	Does not always check to see that assistive technologies are being used, maintained and monitored correctly. Is aware of assistive technology, but may not be skilled in using it.	Does not check to see that assistive technologies are being used, maintained or monitored correctly. Is unaware of assistive technology, or is not skilled in using it.
<b>m. Incorporates IEP goals</b>	Is fully aware of entire IEP and incorporates skills, goals and strategies from other disciplines for a coordinated approach.	Is aware of entire IEP and sometimes incorporates skills from other disciplines.	Is aware of some parts of IEP and incorporates skills from other disciplines when required or convenient.	Is not aware of entire IEP and does not incorporate skills from other disciplines even when required.

#### IV. FAMILY AND COMMUNITY OUTREACH

The occupational therapist:

	<b>4 – Highly Effective</b>	<b>3 - Effective</b>	<b>2 – Improvement Necessary</b>	<b>1 – Does Not Meet Standards</b>
<b>a. Respect</b>	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
<b>b. Communicating with families</b>	Promptly and frequently informs all parents, even those who are hard to reach, of positive news about students, and immediately flags any problems.	Updates parents on good news and promptly informs parents of behavior and learning problems; attempts to contact hard-to-reach parents.	Updates easy-to-reach parents about behavior and learning problems, but rarely mentions positive news.	Makes little or no effort to contact parents with news about students.
<b>c. Generalization practice</b>	Assigns high-quality, home-based intervention activities and provides rich feedback to students and families.	Assigns quality home-based intervention activities and gives feedback to students and families.	Assigns home-based intervention activities but rarely follows up.	Assigns home-based intervention strategies but is resigned to the fact that many students won't return them, and does not follow-up.
<b>d. Responsiveness</b>	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.
<b>e. Reporting</b>	Through conferences, report cards and informal communication, provides detailed and helpful feedback to parents about student progress.	Through conferences, report cards and informal communication, provides helpful feedback to parents about student progress.	Relies primarily on report cards and conferences to communicate with parents and provide feedback about student progress.	Gives out report cards and conducts conferences as required, but does not communicate effectively to parents about student progress.

Overall Rating: \_\_\_\_\_ Comments:

## V. PROFESSIONAL RESPONSIBILITIES

The occupational therapist:	4 – Highly Effective	3 - Effective	2 – Improvement Necessary	1 – Does Not Meet Standards
<b>a. Attendance</b>	Has perfect or near-perfect attendance (98%-100%)	Has very good attendance (95%-97%)	Has moderate attendance (90%-197%) If there are extenuating circumstances, state below.	Has poor attendance (89% or less). If there are extenuating circumstances, state below.
<b>b. Reliability</b>	Carries out paperwork, duties and assignments conscientiously and punctually; prioritizes tasks; keeps meticulous records.	Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records.	Occasionally skips or is late with paperwork, duties and/or assignments; sometimes makes errors in records.	Frequently skips and is late with paperwork, duties and assignments; makes errors in records.
<b>c. Professionalism</b>	Presents as a consummate professional in words, action and appearance.	Usually demonstrates professional demeanor in words, action and appearance.	Is occasionally and/or slightly unprofessional in words, action and/or appearance.	Is unprofessional in words, action and appearance.
<b>d. Judgment</b>	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality.	Is ethical and transparent, uses good judgment and maintains confidentiality with students.	Sometimes uses questionable judgment, is less than completely forthright and/or discloses confidential information.	Acts in an ethically questionable manner, uses poor judgment and/or discusses confidential information.
<b>e. Contributions</b>	Frequently contributes valuable ideas and expertise to teacher teams, meetings and committees to further the school and district's mission.	Contributes ideas and expertise to teacher teams, meetings and committees to support the school and district's mission.	Is reluctant to contribute to teams, meetings and committees, or contributions are minimally helpful.	Does not contribute to teacher teams, meetings or committees.
<b>f. Communication</b>	Informs the administration of any concerns and reaches out for help and suggestions when needed.	Keeps the administration informed about concerns and asks for help when it is needed.	Is reluctant to share concerns with the administration or to ask for help.	Does not share concerns, or constantly complains and is not open to help.
<b>g. Openness</b>	Actively seeks out feedback and suggestions, and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Is very defensive about criticism; refuses to listen to feedback or suggestions; is resistant to change.
<b>h. Collaboration</b>	Seeks out teachers and administrators with whom to confer regarding cases, soliciting their perspective on individual students.	Advocates for students with teachers and administrators with whom to confer regarding individual cases.	Is available to staff for questions and planning; provides background material when requested, but does not initiate such interactions.	Is not available to staff for questions and planning; declines to provide background material when requested.
<b>i. Reflecting on practice</b>	Makes perceptive and accurate reflections on practice, citing specific examples of what was not successful for at least some students, then draws on extensive repertoire to suggest alternative strategies for instruction.	Provides accurate and objective reflections on practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how instruction might be improved.	Is moderately accurate and objective in reflections on practice without citing specific examples. Only makes global suggestions as to how instruction might be improved.	Does not reflect on practice, or the reflections are inaccurate or self-serving.

**V. PROFESSIONAL RESPONSIBILITIES**

The occupational therapist:

**4 – Highly Effective**

**3 - Effective**

**2 – Improvement Necessary**

**1 – Does Not Meet Standards**

<p align="center"><b>j. Professional Development</b></p>	<p>Integrates best practices from supervisors, colleagues, workshops, readings and other sources.</p>	<p>Utilizes effective teaching ideas from supervisors, colleagues, workshops, readings and other sources.</p>	<p>Considers new ideas for improving teaching and learning.</p>	<p>Is not open to ideas for improving teaching and learning.</p>
<p align="center"><b>k. Licensure</b></p>	<p>Holds the necessary and current license and NBCOT certification, and has participated in advanced professional development in order to meet AOTA CEU requirements.</p>	<p>Holds the necessary and current license and NBCOT certification. Completes necessary AOTA CEUs to maintain licensure.</p>	<p>Holds New Hampshire Occupational Therapy license.</p>	<p>Does not hold the necessary license(s) or NBCOT certification.</p>

SCHOOL COUNSELING

**Domain 1: Planning and Preparation**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standards</b>
a. Knowledge of counseling theory and techniques	Demonstrates deep and thorough understanding of counseling theory and techniques.	Demonstrates comprehensive understanding of counseling theory and techniques.	Demonstrates basic understanding of counseling theory and techniques.	Demonstrates little to no understanding of counseling theory and techniques.
b. Knowledge of child and adolescent development	Demonstrates accurate knowledge of the typical developmental/behavioral characteristics of the age group and of the exceptions to the general patterns; seeks out multiple resources to gain more in depth knowledge.	Demonstrates accurate knowledge of the typical developmental/behavioral characteristics of the age group as well as exceptions to the general patterns.	Demonstrates partial knowledge of child and adolescent development/behavioral characteristics.	Demonstrates little or no knowledge of child and adolescent development/behavioral characteristics.
c. Goal Setting	Consistently assists and supports all students to set, implement and accomplish challenging goals through independent effort and progress monitoring.	Supports most students to set and accomplish goals through consistent effort.	May tell students to set goals and that they need to work hard, but doesn't encourage students to accomplish the goal through effort.	Gives up on some students or communicates that some cannot accomplish challenging goals.
d. Encouragement	Encourage ways that all students can thrive and persevere in challenging situations and	Encourage ways that most students can thrive and persevere in difficult	Provides some encouragement to some students in overcoming obstacles.	Rarely encourages and gives up on students through difficult situations.

SCHOOL COUNSELING

	overcome obstacles.	situations.		
e. Regulation and Resources	Displays extensive awareness of regulations and of resources for students, including those available through the school, district, and community.	Displays awareness of regulations and of resources for students available through the school and district, with some familiarity with resources external to the school.	Displays awareness of regulations and of resources for students available through the school and district, but has no knowledge of resources external to the school.	Displays little or no awareness of regulations or of resources for students.
f. Planning the Counseling Program	Provides highly knowledgeable input in planning the counseling program that supports not only the individual students, but also the broader educational curriculum.	Provides input in planning the counseling program that includes the important aspects of counseling in the setting.	Provides input in planning the counseling program that includes a number of worthwhile activities, but some of them don't fit broader goals.	Provides input in planning the counseling program that consists of a random collection of unrelated activities, lacking coherence or an overall structure.
g. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that a student might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
h. Analysis and Conclusions	Individually and with colleagues, draws appropriate, actionable conclusions about students, programs, plans	Individually and with colleagues, draws appropriate conclusions about students, programs, plans and practices	Draws conclusions from a limited analysis of data to inform student learning, growth, and	Does not analyze data and /or draw conclusions from data beyond completing minimal

SCHOOL COUNSELING

	and practices from a thorough analysis of a wide range of data that improve short and long term planning decisions.	from a thorough analysis of a wide range of data to improve student learning, growth, and development.	development.	requirements.
i. Managing routines and procedures	Has clearly articulated seamless routines for the guidance office and the classroom.	Has effective routines for the guidance office and the classroom.	Has rudimentary or partially successful routines for the guidance office and /or the classroom.	Does not have routines for the guidance office or the classroom, or routines are in disarray.
j.				

SCHOOL COUNSELING

**Domain 2: Counseling**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standards</b>
a. Respect and rapport	Establishes respect and rapport with all students so that they seek out the counselor, reflecting a high degree of comfort and trust in the student-counselor relationship. Encourages students to engage in positive interactions.	Has positive and respectful interactions with students to cultivate comfort and trust in the student-counselor relationship. Promotes positive student interactions among students.	Has limited positive interactions with students. Is partially successful in encouraging positive interactions among students.	Does not promote positive interactions with students.
b. Respects differences	Provides and establishes a safe environment in which students respect and accepts their own and others' differences. Students are supported when they share and explore their differences.	Provides an environment enabling students to demonstrate respect for and accept their own and others' differences.	Establishes an environment in which students generally demonstrate respect for individual differences.	Establishes an environment that does not consistently support respect for individual differences.
c. Assessing student needs	Has a thorough understanding of student needs based on multi disciplinary	Has an understanding of student needs based on multi disciplinary	Has some understanding of student needs based on multi disciplinary	Has no understanding and does not assess student needs or assessments

SCHOOL COUNSELING

	sources and understands how to proceed with future planning.	sources and understands how to proceed with future planning.	sources and understands how to proceed with future planning.	result in inaccurate conclusions.
d. Long range Planning with students	Helps individual students formulate academic and career plans based on knowledge of student needs.	Helps students formulate academic and career plans.	Is partially successful in attempts to help individual students formulate academic-and career plans.	Develops academic and career plans that are unrelated to identified student needs.
e. Problem solving	Demonstrates strong problem-solving skills and provides meaningful knowledge and assistance to others in problem-solving and conflict resolution.	Demonstrates clear understanding of problem-solving and provides information and insight to assist others in problem-solving.	Demonstrates some ability to problem-solve and assist others.	Has limited ability to solve problems or offer insight.
f. Responsiveness to students	Deals immediately and successfully with student concerns and make students feel welcome at all times.	Responds successfully to student concerns and makes students feel welcome.	Is slow to respond to some student concerns and/or sometimes makes students feel unwelcome.	Does not respond to student concerns and/or makes students feel unwelcome.
g. Counseling techniques	Uses an extensive range of counseling techniques to help students acquire decision-	Uses a range of counseling techniques to help students acquire decision-making and problem-	Displays a narrow range of counseling techniques to help students acquire decision-making and	Has few counseling techniques to help students acquire decision-making and problem-

SCHOOL COUNSELING

	making and problem-solving skills.	solving skills.	problem-solving skills.	solving skills.
h. Individual and group counseling services	Provides high-quality, age appropriate activities and services that foster intellectual, psychological and social development.	Provides age-appropriate activities and services that foster positive self image, both in individual and group settings.	Provides few appropriate activities and services that foster positive image.	Relationships and activities with students are negative or inappropriate.
i. Resources	Collaborates with other programs. Agencies, both within and beyond the school or district to meet individual student needs.	Provides faculty and staff with information regarding student progress. Collaborates with faculty to advocate for students if needed.	Provides limited information regarding students to faculty and does not seek out their support.	Provides no information to, and has little contact with faculty regarding students.
j. Consultation with school staff	Is proactive in providing faculty and staff with information regarding students. Frequently collaborates with faculty to advocate for students.	Provides faculty and staff with information regarding student progress. Collaborates with faculty to advocate for students if needed.	Provides limited information regarding students to faculty and does not seek out their support.	Provides no information to, and has little contact with faculty regarding students.

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**Domain 3: Family and Community Outreach**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standards</b>
a. Respect	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs	Is sometimes insensitive to family and community values and beliefs	Is insensitive to family and community values and beliefs
b. Belief	Demonstrates to parents an in-depth knowledge of each student and a strong belief the student will meet or exceed standards	Shows parents a genuine interest and belief in each students' ability to reach standards	Infrequently expresses concern to parents about wanting the best for students	Does not convey to parents any knowledge of individual students or concern for their future.
c. Communicating with Families	Is proactive and resourceful in providing thorough and accurate information to families about counseling program as a whole and about individual students	Provides accurate information to families about counseling program as a whole and about individual students	Provides limited though accurate information to families about the counseling program as a whole and about individual students	Provides no information to families, either about the counseling program as a whole or about individual students
d. Involvement	Frequently communicates with and involves parents in the post-secondary planning process	Updates parents on the post-secondary planning process as it unfolds	Sends home occasional suggestions on how parents can help their children with post-secondary planning	Never, communicates with parents regarding post-secondary planning
e.	Deals	Responds	Is slow to	Does not

SCHOOL COUNSELING

Responsiveness to parents	immediately and successfully with parent concerns and makes parents feel welcome	successfully to parent concerns and makes parents feel welcome.	respond to some parent concerns and/or sometimes makes parents feel unwelcome	respond to parent concerns and/or makes parents feel unwelcome
f. Reporting	Gives parents helpful feedback on student progress throughout the school year	Uses progress reports and report cards as opportunities to give parents feedback on student progress	Relies only on report cards to communicate with parents regarding student progress	Expects parents to deal with student progress and any areas that need improvement
g. Outreach	Successfully makes efforts to contact and works with all parents, including those who are hard to reach	Persistently tries to contact all parents, including those who are hard to reach	Tries to contact parents, but only reaches parents who are easily and readily accessible	Makes little or no effort to contact parents

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**Domain 4: Professional Responsibilities**

	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standards</b>
a. Attendance	Has a perfect or near perfect attendance (98-100%).	Has very good attendance (95-97%)	Has moderate absences (94-90%)	Has poor attendance 89% or less if extenuating circumstances, state below.
b. Reliability	Carries out paperwork, duties and assignments conscientiously and punctually; prioritizes tasks; keeps meticulous records.	Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records	Occasionally skips or is late with paperwork, duties and assignments; prioritizes tasks, keeps accurate records	Frequently skips and is late with paperwork, duties and assignments; makes errors in records.
c. Professionalism	Presents as a consummate professional in words, actions and appearance; always observes appropriate boundaries	Demonstrates professional demeanor in words, actions and appearance; maintains appropriate boundaries	Is occasionally unprofessional in words, actions and/or appearance; may violate boundaries	Is unprofessional in words, actions and appearance; violates boundaries
d. Judgment	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality	Is ethical and transparent, uses good judgment and maintains confidentiality with students	Sometimes uses questionable judgment, is less than completely forthright and/or discloses confidential information	Acts in an ethically questionable manner, uses poor judgment and/or discusses confidential information
e. Contributions	Frequently contributes ideas and expertise to meetings and	Contributes ideas and expertise to meetings and committees to	Is reluctant to contribute to meetings and committees, or contributions	Does not contribute to meetings or committees

SCHOOL COUNSELING

	committees to further the school and district's mission	support	are minimally helpful	
f. Shared responsibility	Within and beyond the guidance office, individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students	Within and beyond the guidance office, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing for meeting their needs	Within and beyond the guidance office, inconsistently reinforces school-wide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs	Rarely reinforces school-wide behavior and learning expectations for all students and /or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.
g. Communication	Always, informs the administration of any concerns and reaches out for help and suggestions when needed	Keeps the administration informed about concerns and asks for help when it is needed	Is reluctant to share concerns with the administration or to ask for help	Does not share concerns, or constantly complains and is not open to help
h. Growth	Actively seeks out feedback and suggestions and uses them to improve performance	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change	Is very defensive about criticism; feedback or suggestions is resistant to change
i. Collaboration	Meets frequently with colleagues to	Collaborates with colleagues to plan, share,	Meets occasionally with colleagues	Rarely meets with colleagues, and

SCHOOL COUNSELING

	plan, share and assess guidance curriculum and programming	and assess guidance curriculum and programming	to share ideas	conversations lack educational substances
j. Reflecting on practice	Makes perceptive and accurate reflections on counseling practice, citing specific examples of what was not successful for at least some students, then draws on extensive repertoire to suggest alternative strategies	Provides accurate and objective self-reflection and practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how counseling might be improved.	Is moderately accurate and objective in self-reflections on practice without citing specific examples. Only makes global suggestions as to how counseling practice might be improved.	Does not self-reflect on counseling practice, or the reflections are inaccurate or self-serving
k. Professional Development	Actively pursues professional development opportunities and makes substantial contributions to the professionals through diverse activities, such as offering workshops to colleagues	Seeks out opportunities for professional development based on assessment of individual needs	Limits participation in professional development activities to what is convenient or required	Does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills
l.				

## SOURCES:

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