

Differentiated Evaluation And Supervision System

- **Revised Process 2002-2003**
- **Recommended For Full Implementation
September 2003**

South Burlington School District

October 2003

EVALUATION/SUPERVISION DESIGN TEAM

2002-2003

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South Burlington School District

Differentiated Evaluation and Supervision System

Introduction:

This revised process, **Differentiated Evaluation and Supervision System**, was developed over the spring and summer of 2002 and piloted during the 2002-2003 school year. Revisions were made based on the pilot and on-going work of the committee. It will be fully implemented starting in September 2003 with specialized feedback forms being used for the first time. The entire process will be refined based upon teachers and administrators feedback at the end of this school year.

Much of this work was based on the research and on-going work of Charlotte Danielson (Enhancing Professional Practice: A Framework for Teaching, ASCD, 1996) that was developed for use with classroom teachers. In addition, specialists (counselors, library-media directors, nurses, special educators) in the South Burlington School District have developed domains and feedback forms to reflect their specialized fields and standards. This work will be utilized and refined during the 2003-04 school year.

The Components of Professional Practice is comprised of four domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Within each domain are specific components (1b. Demonstrating knowledge of students) and each component is further defined with elements, knowledge of characteristics of age group, etc., with levels of performance to guide practice. See page 10 of the appendix.

A number of **common themes** apply to most of the components of the framework and are reflected in the entire instructional cycle. They are **Equity, Cultural Sensitivity, High Expectations, Developmental Appropriateness, Accommodating Students with Special Needs and Appropriate Use of Technology**. A description of the themes and their connection to the different domains and components is explained on page 31 of the appendix.

DIFFERENTIATED TEACHER EVALUATION AND SUPERVISION SYSTEM

Rationale: To promote continuous professional growth with the purpose of improving student learning.

Teachers in South Burlington will be supervised and evaluated on the components for professional practice which are included in four domains:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

Goal Setting - All teachers will participate in annual goal setting. Goals will be established collaboratively by the teacher and administrator/supervisor and may include colleague(s) during the self-directed professional growth years. A minimum of two and no more than four goals will be established. It is the intent of this evaluation/supervision process to assist teachers in linking their work to goal setting and to the five Standards for Vermont Educators: Learning, Professional Knowledge, Collegueship, Advocacy, and Accountability. (See the complete standards and indicators in appendix.) Individual goals should relate to the teacher's Individual Professional Development Plan and the accomplishment of the school and district goals. Using the Professional Growth Plan, goals should be clearly and specifically stated with evidence/indicators of attainment that clearly show how goal achievement is determined.

South Burlington School District's differentiated supervision and evaluation system recognizes that individual teachers have different needs in addressing their professional growth and development. The following components are included in the supervision and evaluation system:

1. **New (Probationary) Teacher Evaluation and Mentoring** – For teachers in their first two years of employment in SBSB (including those with one year teaching contracts) or in a new endorsement. This two-year evaluation process is a modification of the process used with veteran staff with three classroom observations rather than two required instructional observations and conferencing sessions. After the first year Level II teachers will move into the regular evaluation process. A mentor must be provided to each new teacher for additional support outside the evaluation process.
2. **Evaluation** - For teachers who have been employed in SBSB more than two consecutive years, who do not change teaching endorsement. Teachers and their administrator will review IPDP portfolios, set goals, schedule a minimum of two pre and post conferences and observations, meet at the end of the year for summative conference.

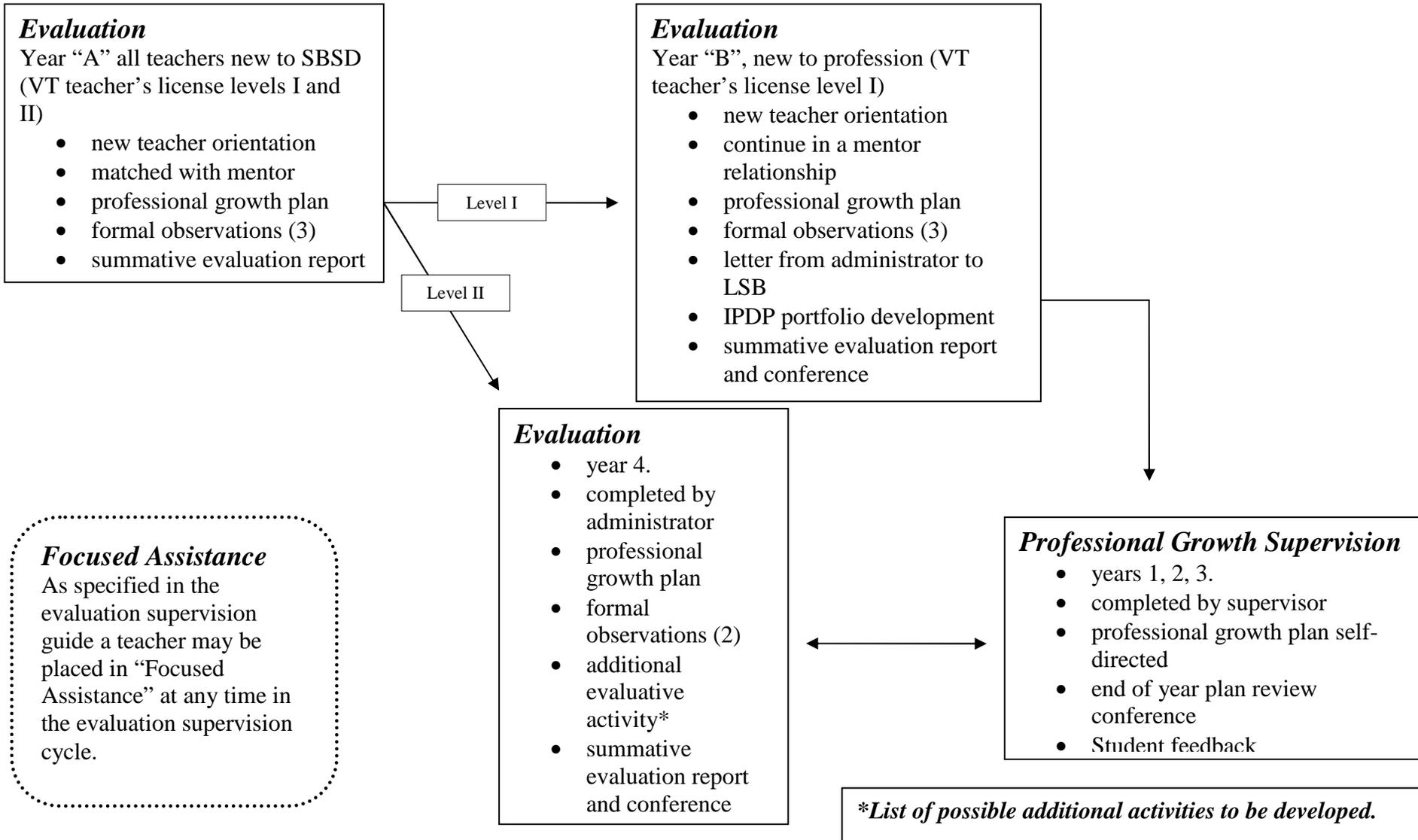
3. ***Supervision/Professional Growth Years*** – A growth plan is formulated with the supervisor or colleague group that pursues a specific innovative project or improvement to the teaching and learning in their classroom. Documentation of self-directed growth will be expected. (See options listed on growth plan.) Student and/or parent feedback can be used as evidence of goal attainment.

4. ***Focused Assistance*** – The Focused Assistance Process is initiated by the administrator at any point in time when he/she determines that the teacher does not consistently demonstrate the professional standards of quality expected in the South Burlington School District and following prior notification of a problem through the evaluation/supervision process, conferences or a written memorandum. A Plan for Improvement will be developed based on areas of identified need(s). This Plan shall include required performance goals, a schedule of observations, and a date for re-evaluation of the teacher's adherence of goals. Probation may be recommended if the teacher does not demonstrate evidence of improvement in the goal areas.

Student Feedback – In Grades 6-12, teachers will collect student feedback in all classes on an annual basis as part of the Professional Growth Supervision process. Student feedback will be an element of the Evaluation year process but will not be included in the Summative Evaluation Report. Students will anonymously complete the standard form either in hard copy or electronically (as determined by the teacher). Forms will be collected by someone other than the teacher and turned in directly to that person's supervisor.

Revised: January 7, 2004

South Burlington School District Evaluation Cycle



EVALUATION/SUPERVISION TIMELINE

Month	Two Year New Teacher Evaluation		Formal Evaluation Years	Supervision Professional Growth	Focused Assistance
	Level I Year 1 & 2	Level II Year 2			
August	Mentor matched to new teacher.		Teacher collects evidence of student learning and professional activities (throughout the year).		- Timeline started on as-needed basis.
September	Conference to plan the evaluation process and conduct the first formal observation on or before October 15.	Meet to plan evaluation process.	- Teacher and administrator conduct initial conference on or before October 15. - Review portfolio/IPDP.	Teacher and supervisor/administrator hold goal-setting/supervision conference and formulate professional growth plan. October 30.	- Administrator notifies teacher in writing of specific concerns and the intention of placement in Focused Assistance. - Teacher and administrator meet to discuss concerns, including interventions available to assist the educator.
October	<i>Informal observations ongoing.</i>	First teacher observation on or before October 31.	Teacher and administrator - plan evaluation - agree upon goals. October 30.		
November	↓	<i>Informal observations ongoing.</i>			- A Professional Assistance Plan will be developed based on areas of identified need(s).
December	↓	↓			
January	Second formal observation on or before January 15.	↓	Administrator conducts first formal observation on or before January 15.		- Plan consists of all criteria outlined herein under Focused Assistance.
February	↓	Second observation on or before March 15.			
March	↓	↓			
April	Third observation on or before April 15.	Conference to look at outcomes of student learning on or before April 15.	Administrator conducts second formal observation on or before April 15.	↓	
May	Summative conference on or before May 15.	Summative conference on or before May 15.	Teacher and administrator hold summative conference and examine evidence of goal attainment on or before May 15.	Teacher completes reflection of the professional growth process and shares with supervisor, team or others on or before May 15.	

Focused Assistance

Teachers are placed in Focused Assistance at any point when the administrator determines that the teacher does not consistently demonstrate the Standards Professional Practice expected in the SBSD. It is the expectation the administrator will have communicated the specific problem(s) through the formal evaluation process, conferences or written memorandum. A Plan of Assistance will be developed based on areas of identified need(s). The plan for improvement shall include:

- Required performance goals that are measurable and observable, a schedule of observations at least every 5 school days, a list of resources to provide assistance both inside and outside of the district, a date for a summative report to be provided of the teacher's performance, and an opportunity for the teacher to respond to all written documentation. The Teacher on the Plan of Assistance has the option to bring a representative of the South Burlington Educators' Association to all meetings.
- Persons responsible for the plan preparation will include:
 1. The administrator of the building in which the teacher is assigned
 2. The Superintendent or his/her designee of the School District
 3. The teacher whose performance is in question
- A professional support person to work with the individual in question. The input of this professional support person cannot be used by the District or the South Burlington Educators' Association in any formal disciplinary action or employment status action.
- The length of time a teacher will be in Focused Assistance will be a minimum of 60 school days.

At the end of 60 school days, the administrator will provide the teacher with a summative evaluation indicating results of the Plan of Assistance. The Administrator will then have the following options:

1. Recommend successful completion of Focused Assistance-remain in Evaluation
2. Extend Focused Assistance
3. Recommend Probation as outlined in the Master Agreement. Weekly observations must be documented and all points of the Improvement Plan must be addressed.

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COMPONENTS OF PROFESSIONAL PRACTICE

Classroom Teachers

DOMAIN 1: Planning and Preparation
<p>1a: Demonstrating Knowledge of Content and Pedagogy Knowledge of content Knowledge of prerequisite relationships Knowledge of content-related pedagogy</p> <p>1b: Demonstrating Knowledge of Students Knowledge of characteristics of age group Knowledge of students' varied approaches to learning Knowledge of students' skills and knowledge Knowledge of students' interests and cultural heritage</p> <p>1c: Selecting Instructional Goals Value Clarity Suitability for diverse students Balance</p> <p>1d: Demonstrating Knowledge of Resources Resources for teaching Resources for students</p> <p>1e: Designing Coherent Instruction Learning activities Instructional materials and resources Instructional groups Lesson and unit structure</p> <p>1f: Assessing Student Learning Congruence with instructional goals Criteria and standards Use for planning</p>

DOMAIN 2: The Classroom Environment
<p>2a: Creating an Environment of Respect and Rapport Teacher interaction with students Student interaction</p> <p>2b: Establishing a Culture for Learning Importance of content Student pride in work Expectations for learning and achievement</p> <p>2c: Managing Classroom Procedures Management of instructional groups Management of transitions Management of materials and supplies Performance of noninstructional duties Supervision of volunteers and paraprofessionals</p> <p>2d: Managing Student Behavior Expectations Monitoring of student behavior Response to Student misbehavior</p> <p>2e: Organizing Physical Space Safety and arrangement of furniture Accessibility to learning and use of physical resources</p>

DOMAIN 4: Professional Responsibilities
<p>4a: Reflecting on Teaching Accuracy Use in future teaching</p> <p>4b: Maintaining Accurate Records Student completion of assignments Student progress in learning Noninstructional records</p> <p>4c: Communicating with Families Information about the instructional program Information about individual students Engagement of families in the instructional program</p> <p>4d: Contributing to the School and District Relationships with colleagues Service to the school Preparation in school and district projects</p> <p>4e: Growing and Developing Professionally Enhancement of content knowledge and pedagogical skill Service to the profession</p> <p>4f: Showing Professionalism Service to students Advocacy Decision making</p>

DOMAIN 3: Instruction
<p>3a: Communicating Clearly and Accurately Directions and procedures Oral and written language</p> <p>3b: Using Questioning and Discussion Techniques Quality of questions Discussion techniques Student participation</p> <p>3c: Engaging Students in Learning Representation of content Activities and assignments Grouping of students Instructional materials and resources Structure and pacing</p> <p>3d: Providing Feedback to Students Quality: accurate, substantive, constructive and specific Timeliness</p> <p>3e: Demonstrating Flexibility and Responsiveness Lesson adjustment Response to Students Persistence</p>

Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, ASCD, 1996

DOMAIN 1: Planning and Preparation

FEEDBACK FORM

Component	Level of Performance			
1a: Demonstrating knowledge of content and pedagogy	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy are extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating knowledge of students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.
1c: Selecting instruction goals	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value, or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class, they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
1d: Demonstrating knowledge of resources	Teacher is unaware of school or district resources available either for teaching or for students who need them.	Teacher displays limited knowledge of school or district resources available either for teaching or for students who need them.	Teacher is fully aware of school and district resources available for teaching, and knows how to gain access to school and district resources for students who need them.	Teacher seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, the district, and the larger community.
1e: Designing coherent instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
1f: Assessing student learning	Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Teacher uses the assessment to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals.	Teacher's plan for student assessment is fully aligned with instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals.

DOMAIN 2: The Classroom Environment

FEEDBACK FORM

Component	Level of Performance			
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays or insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.
2b: Establishing a culture for learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.
2c: Managing classroom procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation and students assume considerable responsibility for their smooth functioning.
2d: Managing student behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher’s monitoring of student behavior is subtle and preventative, and teacher’s response to student misbehavior is sensitive to individual student needs.
2e: Organizing physical space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher’s classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher’s classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher’s classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

DOMAIN 3: Instruction

FEEDBACK FORM

Component	Level of Performance			
3a: Communicating clearly and accurately	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
3b: Using questioning and discussion techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
3c: Engaging students in learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content or uneven structure or pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instruction representations of content and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
3d: Providing feedback to students	Teacher's feedback to students is of poor quality and is not given in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

DOMAIN 4: Professional Responsibility

FEEDBACK FORM

Component	Level of Performance			
4a: Reflecting on teaching	Teacher does not reflect accurately on the lesson or propose ideas as to how it might be improved.	Teacher's reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved.	Teacher reflects accurately on the lesson, citing general characteristics. Teacher makes some specific suggestions about how it might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining accurate records	Teacher has no system for maintaining accurate records, resulting in errors or confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
4c: Communicating with families	Teacher provides little or not information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program.	Teacher communicates frequently with families and successfully engages them in the instructional program.	Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.
4d: Contributing to the school and district	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district projects.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district projects, and maintains positive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.
4e: Growing and developing professionally	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are convenient.	Teacher participates actively in professional development activities and contributes to the profession.	Teacher makes substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.
4f: Showing professionalism	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.	Teacher's attempts to serve students based on the best information are genuine but inconsistent.	Teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

COMPONENTS OF PROFESSIONAL PRACTICE

Library/Media Specialists

DOMAIN 1: Administration and Management
<p>1: Recognizes the critical role of information literacy within the overall curriculum.</p> <ul style="list-style-type: none"> - Develops short and long-range goals. - Provides for and encourages the integration of new technology and information gathering in all curricular areas by all members of the school community. - Facilitates access to resources beyond the library (i.e. interlibrary loan, consulting with experts, etc.) <p>2: Maintains a physical environment that allows for intellectual growth and effective use of the resources of the LMC.</p> <ul style="list-style-type: none"> - Plans and arranges LMC facilities for maximum use. - Provides signage and displays as needed to enhance use of the library. <p>3: Develops and maintains a collection that meets curricular and personal needs of the school community.</p> <ul style="list-style-type: none"> - Selects materials according to the district Library Materials Selection Policy. - Oversees and participates in the development and periodic revision of policies related to the collection (i.e. Materials Selection Policy, Acceptable Use Policy). - Develops a collection according to professional standards. - Ensures that the collection is well maintained, orderly, attractive, and current, with outdated materials weeded regularly. <p>Includes a variety of formats in the collection to support different learning styles and curricula.</p> <p>4: Organizes and provides materials for maximum accessibility.</p> <ul style="list-style-type: none"> - Maintains accurate and up-to-date catalogs and records - Catalogs and organizes the collection according to professional standards. - Completes a periodic inventory. - Develops and implements circulation policies and procedures for library resources. <p>5: Prepares and administers budget according to the needs and objectives of the LMC.</p> <ul style="list-style-type: none"> - Makes administrators aware of the needs of the LMC through reports, budget proposals, and statistics. - Appropriates allotted funds to meet identified needs and teacher requests. - Demonstrates understanding of and compliance with budgeting procedures as established by the administration. - Maintains records of all transactions.

DOMAIN 2: Instruction
<p>1: Promotes literacy and the enjoyment of literature.</p> <ul style="list-style-type: none"> - Develops activities that promote reading (i.e. book talks, book lists, read-alouds, story times, Red Clover and Dorothy Canfield Fisher programs, etc.) - Provides appropriate reading guidance to students. - Communicates with teachers regarding students' reading, as needed. - Demonstrates knowledge of literature appropriate for students. <p>2: Provides support services and materials for teachers.</p> <ul style="list-style-type: none"> - Meets requests for assistance and materials. - Collaborates with teachers to identify materials and strategies appropriate for the curriculum standards and the students' needs. - Collaborates with teachers to plan the use of the LMC materials in instruction. - Assists teachers and students in the use of technology, audio-visual hardware and software, and other equipment, as appropriate. <p>3: Exercises leadership and serves as a catalyst in the instructional program, providing varied services to students and staff.</p> <ul style="list-style-type: none"> - Develops students' ability to use the LMC independently. - Provides reference services, guiding users in the selection and use of appropriate resources. - Serves as an instructional consultant to the faculty and administration. - Assists staff in individualizing instructional programs. - Responds to the needs of the staff. - Encourages staff to use new instructional technology and services.

DOMAIN 4: Professional Growth and Responsibilities
<p>1: Demonstrates professional growth.</p> <ul style="list-style-type: none"> - Participates in professional associations, attending conferences and workshops. - Acquires and demonstrates knowledge of current trends in library, education, and information professions. - Supports school and district goals and takes proactive roles to carry out action plans (i.e. involvement in school Technology Committee, district Curriculum Committees, etc.) - Provides staff development, as needed, on library-related issues such as intellectual freedom, the ethical use of information technologies, etc.). <p>2: Supports full access to information.</p> <ul style="list-style-type: none"> - Demonstrates and shares knowledge of copyright law as it applies to the LMC. - Provides materials through the LMC without bias in accordance with school policy, the Library Bill of Rights, and the First Amendment to the constitution of the United States. - Provides equal access to resources for all users. - Adheres to the American Library Association Code of Ethics. - Uses scheduling of the LMC to ensure access.

DOMAIN 3: Communication and Outreach
<p>1: Works cooperatively with members of the school community.</p> <ul style="list-style-type: none"> - Plans with other librarians within the district and region to achieve program goals. - Links to other libraries regionally and nationally to advance program goals. <p>2: Promotes the resources and programs of the LMC in the school and larger communities.</p> <ul style="list-style-type: none"> - Engages in community relation's activities to advocate for the school library program. - Contributes to the professional growth of the school community by providing opportunities for exploring new materials, techniques, and technologies.

April 2003

FEEDBACK FORM LIBRARY/MEDIA SPECIALISTS

Domain 1	Administration and Management			
COMPONENTS				
1. Recognizes the critical role of information literacy within the overall curriculum.	Submits no goal. Lacks involvement with information technology planning or information gathering. Provides no access to resources outside the library.	Submits annual goals. Plans the integration of technology into the library program. Provides access to materials via the other district libraries.	Submits annual goals. Helps plan the integration of technology into the curriculum for the school community. Provides access to materials not owned via the other district libraries, VALS, or interlibrary loan.	Develops building-specific goals. Collaborates with other librarians in the district to formulate and promote goals K-12. Helps plan the integration of technology into the curriculum on school and district levels. Actively promotes the use of district reciprocal borrowing, VALS or interlibrary loan.
2. Maintains a physical environment that allows for intellectual growth and effective use of the resources of the LMC.	Does not plan or arrange LMC facilities for maximum use nor provide signage or displays to enhance library usage. Computers are not available for student research.	Adheres to the standard of seating for 10% of the school. Does not provide accessible shelving or adequate computer access for research. Material is difficult to locate due to lack of signage and shelving guides. Displays are inadequate.	Plans for seating for 10% of the school, accessible shelving, & adequate access to computers. Signs and shelving guides are evident where needed to locate material. Displays promote the collection.	Anticipates future needs while maintaining maximum use of the existing facility. Creative signs, shelving guides and displays are an informative and visually pleasing part of the library environment.
3. Develops and maintains a collection that meets curricular and personal needs of the school community.	Does not adhere to the objectives of the district's Materials Selection Policy nor provide input into other district policies, e.g. Acceptable Use Policy. Does not use standard bibliographies, professional journals, and other review sources to select. Never weeds the collection. Collection reflects very little material to support varying learning styles and curriculum areas.	Adheres to the district's policies, but does not provide input. Selects materials, using standard bibliographic sources and lists that provide a balanced collection for curriculum support, information, & recreational reading. Occasionally weeds the collection. Collection reflects some material to support varying learning styles and curriculum areas.	Adheres to the district's policies and works in collaboration with the other district librarians to review and update existing policies. Selects materials, using standard bibliographic sources that provide a balanced collection for curriculum support, information, & recreational reading. Weeds the collection and replaces items with more current sources, as needed. Collection includes a variety of formats – audio, video, etc., as well as a mix of reading levels for nonfiction and fiction books.	Initiates work on district's policies when revision is deemed necessary. Selects materials that represent a diversity of cultures and experiences. Provides a balanced collection for curriculum support, information, & recreational reading. Weeds material and orders replacements. Meets expectations for collection development and goes beyond them by working with staff to develop curricula that support different leaning styles, abilities and needs.

FEEDBACK FORM LIBRARY/MEDIA SPECIALISTS

Domain 1	Administration and Management			
COMPONENTS				
4. Organizes and provides materials for maximum accessibility	Does not catalog material in a timely manner; items cannot be readily located. Does not generate MARC records using the Follett system nor assign accurate call numbers with the Dewey Decimal System. Never inventories the collection. Does not have policies and procedures for circulating material.	Catalogs material in a timely manner; items usually can be located. Does not generate MARC records using the Follett system nor assign accurate call numbers with the Dewey Decimal System. Seldom inventories the collection. Develops circulation policies and procedures according to the needs of the various users.	Catalogs new acquisitions and maintains a system so that they may be located while in process. Uses the MARC records in Alliance and catalogs other material not found there with the templates provided; call numbers reflect an understanding of the Dewey Decimal System and the library's unique collection. Conducts a periodic inventory. Develops circulation policies and procedures according to the needs of the various users – students, teachers, parents – and the demand for each category of the collection.	As well as cataloging new acquisitions, includes in process items in the catalog and notes items that are on backorder. In addition to the Follett sources, searches VALS, the Library of Congress, or World Cat to locate accurate cataloging information, as needed. Annually inventories the collection. Uses the Follett system to implement the policies and procedures but maintains the ability to address special needs, e.g. for reference material or Teacher's Reserve.
5. Prepares and administers a budget according to the needs and objectives of the LMC.	Never presents budget requests. Disregards teacher requests and curricular needs when using funds. Does not follow the procedures for signed purchase orders and encumbered funds. Does not keep copies of purchase orders or ledger statements from Breen.	Participates annually, in the budget process to insure adequate funding for the library. Does not take into account the needs of the curriculum. Meets the district expectations regarding budgeting procedures. Records all purchase orders.	Participates annually, in the budget process to insure adequate funding for the library. Is aware of the needs of the various curricular areas when purchasing materials and is responsive to teacher requests. Meets the district expectations regarding budgeting procedures. Records all purchase orders and maintains records of expenditures and funds still available. Follows through with any purchase orders not received or not complete when shipped.	Documents through professional journals the rising cost of books and materials and the effect of these costs upon the library budget. Anticipates needs by being aware of changes in the curriculum. Provides support for new initiatives. Meets the district expectations regarding budgeting procedures. Reconciles expenditures regularly for an up-to-date balance, which can be checked with the Business Office.

FEEDBACK FORM LIBRARY/MEDIA SPECIALISTS

Domain 2	Instruction			
COMPONENTS				
1. Promotes literacy and the enjoyment of literature.	Is not involved in any way with the promotion of the enjoyment of literature.	Occasionally presents programs to encourage the enjoyment of literature and provides reading guidance as requested.	Is actively involved in determining student interests and providing materials. Communicates with teachers on a regular basis. Is well versed in many types of literature.	Has a well-developed plan to promote the enjoyment of literacy and literature, which includes presenting appropriate award-winning books and authors. Has a thorough knowledge of the appropriate literature.
2. Provides support services and materials for teachers.	Does not provide any support for teachers.	Provides support for teachers as requested.	Is cognizant of the curriculum and purchases and provides materials in a timely manner. Collaborates with teachers to identify materials and strategies. Assists teachers and students in the use of technology.	Anticipates the needs of teachers and suggests new materials and technologies to further the educational goals of the students. Assists teachers and students in the use of technology.
3. Exercises leadership and serves as a catalyst in the instructional program, providing varied services to students and staff.	Does not provide services to students or staff.	Develops students' abilities to use the LMC independently. Provides services as requested.	Develops students' abilities to use the LMC independently. Provides reference services, guiding the students and staff in the selection and use of appropriate resources. Assists staff and administration in individualizing instructional programs. Responds to the needs of staff.	Develops students' abilities to use the LMC independently. Provides reference services, guiding the students and staff in the selection and use of appropriate resources. Anticipates the needs of the staff. Encourages the staff to use new instructional technology and services.

FEEDBACK FORM

LIBRARY/MEDIA SPECIALISTS

Domain 3	Communication and Outreach			
COMPONENTS				
1. Works cooperatively with members of the school community.	Does not work with members of the school community.	Plans with district, and regional librarians in a limited capacity.	Plans with other librarians within the district and state to achieve program goals. Seeks out, participates in, and promotes active involvement in diverse professional development activities at local, regional and state levels.	Plans with other librarians within the district and state to achieve program goals. Seeks out, participates in, and promotes active involvement in diverse professional development activities at local, regional and state levels. Utilizes the resources of national professional organizations to enhance program goals.
2. Promotes the resources & programs of the LMC in the school and larger communities.	Does nothing to promote the LMC.	Occasionally informs the school staff of LCM programs and presents new materials.	Informs the school staff and the community of new programs and materials on a regular basis.	Informs the school staff and the community of new programs and materials on a regular basis. Contributes to the professional growth of the school community by providing opportunities for exploring new materials and technologies.
Domain 4	Professional Growth and Responsibilities			
1. Demonstrates professional growth.	Does not participate in professional associations or attend conferences and workshops. Does not read professional literature. Shows little interest in school and district goals. Never informs staff of library-related issues.	Does not participate in professional associations. Occasionally attends conferences and workshops. Reads professional literature. Supports school and district goals and follows action plans. Occasionally provides information on library-related issues.	Participates in professional associations. Attends conferences and workshops. Acquires and demonstrates knowledge of current trends in library, education and information professions. Supports school and district goals and takes proactive role to carry out action plans. Provides information on library-related issues, e.g. fair use, plagiarism, etc.	Participates in professional associations, serves on committees and attends conferences and workshops. Acquires and demonstrates knowledge of current trends in library, education and information professions. Supports school and district goals. Takes a proactive role to carry out action plans. Is involved in school and district committees e.g. Technology Committee. Provides staff development, as needed, on library-related issues.
2. Supports full access to information.	Ignores copyright issues in the LMC. Limits access to information on controversial issues. Unfamiliar with American Library Code of Ethics. Limits access to resources and facilities of the LMC.	Adheres to copyright in the LMC. Provides materials through the LMC without bias. Unfamiliar with American Library Code of Ethics. Scheduling practices do not provide full access to resources or facilities of the LMC.	Demonstrates and shares knowledge of copyright law as it applies to the LMC. Provides materials through the LMC without bias. Adheres to the American Library Code of Ethics. Provides full access to resources and facilities of the LMC.	Demonstrates and shares knowledge of copyright law as it applies to the LMC. Provides materials through the LMC without bias in accordance with school policy, the Library Bill of Rights, and the First Amendment to the Constitution. Adheres to the American Library Code of Ethics. Provides and encourages full access to resources and facilities of the LMC.

COMPONENTS OF PROFESSIONAL PRACTICE

School Counselors

DOMAIN 1: CONSULTATION AND COORDINATION SKILLS

- 1a. Fosters constructive and respectful climate within the school.
- 1b. Works constructively with school personnel, parents and area resources in planning and developing programs that meet the needs of students.
- 1c. Makes appropriate referrals.
- 1d. Coordinates counseling and guidance services with other curricular and instructional programs.
- 1e. Assists students with educational transitions.

DOMAIN 2: COUNSELING AND INTERPERSONAL SKILLS

- 2a. Demonstrates the knowledge and use of various counseling theories, techniques and procedures.
- 2b. Adheres to standards of practice regarding confidentiality and ethical standards.
- 2c. Provides information to promote student self-understanding and growth in individual, group and classroom settings.
- 2d. Assists parents and students in making appropriate educational plans and life decisions.
- 2e. Understands the principles of human growth and development.
- 2f. Understands and applies knowledge of diversity issues.
- 2g. Uses communication and conflict resolution skills effectively.

DOMAIN 3 INFORMATION AND PROGRAM MANAGEMENT

- 3a. Maintains and uses relevant data following FERPA regulations around confidentiality to meet student needs and assist others with the use of this data.
- 3b. Maintains and distributes to students and parents information concerning curriculum offerings and other appropriate activities.
- 3c. Maintains skills to access and process pertinent computer information regarding students.
- 3d. Understands the basic concepts and principles of measurement and evaluation.
- 3e. Promotes and participates in aligning the guidance program with the mission of the school.
- 3f. Determines guidance priorities based on needs and plans tasks and activities accordingly.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a. Participates actively in school meetings.
- 4b. Demonstrates professionalism.
- 4c. Promotes positive relations between/within the school and the community.
- 4d. Reflects on practice and sets appropriate professional goals.
- 4e. Contributes to the school, district and profession through service and participation in tasks and committees.
- 4f. Develops professionally through enhancement of content knowledge and pedagogical skills.

FEEDBACK FORM SCHOOL COUNSELORS

Domain 1	Consultation and Coordination Skills			
COMPONENTS				
Fosters Constructive and respectful climate within the school.	Counselor demonstrates a pattern of harmful interactions with staff and students.	Counselor is inconsistently involved in enhancing school climate and is unaware of the ways in which he/she is negatively impacting climate.	Counselor is positively engaged in enhancing school climate and is aware of his/her impact on the school's climate.	Counselor consistently models a positive attitude and takes on a leadership role in creating opportunities to enhance school climate.
Works constructively with other school personnel, parents and area resources in planning and developing programs that meet the needs of the student.	Counselor is conceptually unaware of and unable to articulate the needs of the student.	Counselor is moderately aware of and successful at advocating for students.	Counselor works effectively with others in developing resources for students.	Counselor initiates programs that address the needs of students.
Makes appropriate referrals.	Counselor fails to make referrals when appropriate. Unaware of potential referrals and resources.	Counselor makes appropriate referrals inconsistently. Is aware of and uses district referral list.	Counselor referrals reflect sound judgment and knowledge of resources. Maintains and uses an up-to-date listing of community referral services.	Counselor acts as a resource for colleagues making referrals and acts as a liaison to community referral sources.
Coordinates counseling and guidance services with other curricular and instructional programs.	Counselor is ineffective in coordinating programs.	Counselor is inconsistent in coordinating programs.	Counselor works cooperatively to ensure that all students have access to guidance programs and services.	Counselor initiates, monitors, and adjusts the delivery of guidance services to respond to the needs of students and staff.
Assists students and staff with educational transitions.	Counselor is ineffective in setting up and executing transition tasks.	Counselor completes some transition tasks.	Counselor establishes a well-organized, publicized, and executed transition program.	Counselor annually reflects upon and plans ways to constructively improve the process.

FEEDBACK FORM SCHOOL COUNSELORS

Domain 2	Counseling and Interpersonal Skills			
COMPONENTS				
Demonstrates the knowledge and use of various counseling theories, techniques and practices.	Counselor displays little knowledge of counseling theories, techniques, and practices.	Counselor displays basic knowledge but cannot make connections between theories, techniques, and practices.	Counselor's work reflects understanding of counseling theories, techniques, and practices.	Counselor demonstrates extensive content knowledge with evidence of continuing pursuit of such knowledge.
Adheres to standards of practice regarding confidentiality and ethical conduct.	Counselor is unaware of guidelines and violates confidentiality and ethical standards unnecessarily.	Counselor follows guidelines inconsistently.	Counselor communicates guidelines to students, families, and staff and follows them consistently.	Counselor serves as a resource for colleagues in matters regarding confidentiality maintains a high level of current knowledge of standards and best practice.
Provides information to students that promotes growth and self-understanding through individual, group, and classroom settings.	Counselor's presentation is poorly organized and/or not developmentally appropriate.	Counselor's presentation is somewhat organized and developmentally appropriate.	Counselor presents information/material that is developmentally suitable and supports the instructional goal of having students be meaningfully engaged in learning.	Counselor's presentation encourages students to gain self-understanding based on their individual needs.
Assists parents and students in making appropriate educational plans and life decisions.	Counselor provides minimal information to parents and students and/or fails to respond sensitively to their needs.	Counselor makes modest and inconsistent attempts to engage parents and students.	Counselor's efforts to engage parents and students are frequent and successful.	Counselor responds frequently and successfully to parent and student concerns with great sensitivity.
Understands and applies the principles of human growth and development.	Counselor displays minimal knowledge of the developmental characteristics of students.	Counselor applies basic knowledge of the developmental characteristics of students.	Counselor's knowledge of developmental characteristics enhances the student well being.	Counselor demonstrates of understanding of developmental characteristics as well as acknowledgement of student uniqueness, and exceptions to patterns.
Understands and applies knowledge of diversity issues.	Counselor displays little knowledge of diversity issues and does not indicate that such knowledge is valuable.	Counselor recognizes the value of diversity issues but displays this knowledge inconsistently.	Counselor is consistently sensitive to issues of diversity.	Counselor raises an awareness of diversity issues in a variety of settings.
Uses the group setting to facilitate behavior change and self-understanding.	Counselor's lack of knowledge and skill in group dynamics does not facilitate cooperation and personal growth.	Counselor inconsistently applies knowledge of group dynamics and students exhibit minimal respect for counselor and group members.	Counselor and group member interactions are friendly and respectful. Counselor's knowledge of group dynamics is evident in the skill development and behavior change in the group.	Counselor's efforts result in group members exhibiting desired behavior change and/or self-understanding and they are able to transfer this to other settings.
Uses communication and conflict resolution skills effectively.	Counselor's failing to use constructive communication and conflict resolution skills.	Counselor inconsistently uses some communication and conflict resolution skills.	Counselor consistently and effectively deescalates conflict situations and improves group dynamic through the use of communication skills.	Counselor is viewed as an example by colleagues and administrators for his/her effective use of communication and conflict resolution skills.

FEEDBACK FORM SCHOOL COUNSELORS

Domain 3	Information and Program management			
COMPONENTS				
Maintains and uses relevant data following FERPA regulations around confidentiality to meet student needs and assist others with the use of this data.	Counselor's system of maintaining and using student data is in disarray and counselor is unaware of FERPA regulations.	Counselor's system is rudimentary and poorly organized and FERPA is not followed consistently.	Counselor's system is fully effective and follows FERPA.	Counselor's system serves as a model for record keeping.
Maintains and distributes to students and families information concerning curricular offerings and other appropriate activities.	Counselor is unaware of curricular offerings/resources.	Counselor makes inconsistent attempts to inform families and students.	Counselor is knowledgeable and responsive to needs for information.	Counselor remains current, anticipates needs, and provides relevant information to all concerned.
Maintains skills to access and process pertinent computer information regarding students' records.	Counselor has minimal computer skills and does not access district technology support.	Counselor has adequate computer skills and accesses some district technology support.	Counselor demonstrates proficient computer skills and uses district technology support to further skill development.	Counselor uses skills to train others.
Understands the basic concepts and principles of measurement and evaluation.	Counselor lacks understanding of basic concepts and principles of measurement and evaluation.	Counselor has a basic understanding but has some difficulty explaining the significance of data.	Counselor has a working knowledge of and is able to accurately convey significance of data.	Counselor serves as a resource to colleagues and uses data to help in assessing school needs.
Promotes and participates in aligning the guidance program with the mission of the school.	Counselor avoids dialogue and reflection regarding the guidance program's alignment with the school's mission.	Counselor participates in dialogue and reflection if specifically asked.	Counselor promotes and participates in the dialogue and reflection necessary to align the guidance program with the school's mission.	Counselor routinely initiates dialogue and reflection with school staff to align the guidance program with the school mission.
Determines guidance priorities based on needs and plans tasks and activities accordingly.	Counselor fails to identify priorities; tasks and activities are unrelated.	Counselor erratically considers needs in planning tasks and activities.	Counselor consistently prioritizes and connects activities with demonstrated needs.	Counselor is aware of and prioritizes emerging building needs and assists in developing a proactive plan. (to further the school's vision).

FEEDBACK FORM SCHOOL COUNSELORS

Domain 4	Professional Responsibilities			
COMPONENTS				
Participates actively in school meetings.	Counselor avoids being involved in school meetings.	Counselor participates in school meetings when specifically asked.	Counselor volunteers to actively participate in school meetings.	Counselor volunteers to participate, makes a substantial contribution, and assumes a leadership role.
Demonstrates professionalism.	Counselor makes decisions based on self-serving interests or lets personal issues affect job performance resulting in unmet student needs.	Counselor demonstrates inconsistent but well-meaning consideration of student, family, and staff needs.	Counselor works as part of a team to ensure that student needs are met.	Counselor plays a leadership role in team decision-making to ensure that decisions are based on the highest professional standards and consistently result in student needs being met.
Promotes positive relations between/within the school and the community.	Counselor relationships with colleagues and community are negative or self-serving.	Counselor maintains cordial relationships with colleagues and community members.	Counselor's relationships are characterized by support and cooperation.	Counselor is sought out by members of school and community as valued resource.
Reflects on practice and sets appropriate professional goals.	Counselor is unaware of best practice and does not set appropriate professional goals.	Counselor shows general awareness of best practice and sets minimally appropriate professional goals.	Counselor is aware of and reflects on best practice and sets appropriate professional goals to further development.	Counselor thoughtfully reflects on best practice and engages with colleagues in setting appropriate professional goals that serve as a model.
Contributes to the school, district and profession through service and participation in committees/teams.	Counselor avoids becoming involved.	Counselor participates when specifically asked.	Counselor volunteers and makes a contribution.	Counselor volunteers, participates, makes a significant contribution, and assumes a leadership role.
Develops professionally through enhancement of content knowledge and pedagogical skills.	Counselor does not engage in professional development.	Counselor participates in professional activities to a limited extent when they are convenient.	Counselor seeks out opportunities for professional development and systematically incorporates that knowledge into practice.	Counselor seeks out opportunities for professional development, systematically incorporates that knowledge into practice and creates opportunities to share knowledge with colleagues.

COMPONENTS OF PROFESSIONAL PRACTICE

School Nurses

DOMAIN 1: Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy**
 - Knowledge of content
 - Knowledge of clinical component
 - Knowledge of nursing decision-making process
- 1b: Demonstrating High Quality of Care**
 - Knowledge of evaluating quality of practice
 - Knowledge of effective school health programs
- 1c: Demonstrating Knowledge of Students**
 - Knowledge of characteristics of age group
 - Knowledge of students' skills and knowledge
 - Knowledge of students' cultural heritage
- 1d: Demonstrating Knowledge of Resources**
 - Resources for teachers
 - Resources for students
 - Resources for families
- 1e: Demonstrating Current Education/Competency**
 - Acquires and maintains current knowledge
 - Participates in continuing education activities

DOMAIN 2: Health Services Environment

- 2a: Creating an Environment of Respect**
 - Interaction with students
 - Interaction with families
 - Interaction with school community
- 2b: Managing School Health Services**
 - Knowledge of components
 - Conducts needs assessment
 - Implements programs
 - Knowledge of policies and procedures
 - Knowledge of current trends
- 2c: Organizing Physical Space**
 - Knowledge of safety issues
 - Knowledge of confidentiality issues
- 2d: Managing Procedures for Health Office**
 - Management of materials, supplies
 - Supervision of paraprofessionals, volunteers

DOMAIN 4: Professional Responsibilities

- 4a: Collaborating With Others**
 - Interactions with students and families
 - Interactions with school staff
 - Interactions with other agencies providing care
- 4b: Communicating with Families**
 - Information about individual students
 - Engagement of family in follow up
- 4c: Demonstrating Collegiality**
 - Participates in professional organizations
 - Shares knowledge and skills with team
 - Works with interdisciplinary team
- 4d: Showing Professionalism**
 - Service to students
 - Advocacy for students
 - Acts in ethical manner on behalf of students

DOMAIN 3: Instruction – Health Education

- 3a: Communicating Clearly and Accurately**
 - Student interactions
 - Family interactions
 - Interactions with school personnel
- 3b: Providing Formal and Informal Health Education**
 - Age appropriate classroom instruction
 - Individual student needs addressed
 - Collaborative efforts with student/family/school
- 3c: Demonstrating Flexibility and Responsiveness**
 - Response to students
 - Response to families
 - Response to school community members
- 3d: Demonstrating Health Promotion**
 - Resource for school and community
- 3e: Engaging Students in Learning**
 - Instruction materials and resources
 - Activities and assignments
 - Representation of content

FEEDBACK FORM SCHOOL NURSES

Domain 1: Planning and Preparation

	COMPONENTS				
1a	Knowledge of content and pedagogy	lacks current medical information and logical approach to nursing practice; single approach to teaching	uses current information and a systemic approach to problem-solving in nursing practice; variety of teaching techniques	possesses current knowledge and uses nursing process, including outcome identification, planning, implementing and evaluation as appropriate; sets yearly goals; aware of current educational trends	consistently implements knowledge using current educational trends
1b	High quality of care	addresses some portion of the 11 components of a quality health program as specified in Standards of Practice: School Health Services Manual	addresses the 11 components of a quality school health program in some manner	systematically delivers quality school nursing practice	consistently evaluates the effectiveness of school nurse practice using data-driven evidence
1c	Knowledge of students	limited knowledge of developmental level of population served	knowledgeable of developmental levels of population served including expected skills and developmental tasks	knowledge of growth and development of population served with special attention to diversity and cultural heritage issues	consistently implements knowledge of all appropriate issues regarding growth and development of population served
1d	Knowledge of resources	limited knowledge of resources available in the community	aware of local resources that teachers, students and families may request	Utilizes local resources available within the community	anticipates preventative and proactive resources for utilization
1e	Current education and competency	occasionally participates in continuing education activities	regularly attends continuing educational activities appropriate to the medical, developmental and psychosocial needs of the population served	acquires and maintains current knowledge and competency through a variety of means--classes, conferences, journal research, advanced certifications	consistently shares learned information through a variety of means

FEEDBACK FORM SCHOOL NURSES

Domain 2: Health Services Environment

	COMPONENT				
2a	environment of respect	lack of attention to respectful communication with students, family and school community	provides privacy and respect in all interactions with students, family and school community	provides atmosphere of respect, privacy and confidentiality in all interactions with students, family and school community	Knowledgeable regarding laws and issues related to confidentiality. Consistently provides information and resources to staff concerning such issues
2b	management of school health services	aware of components of school health services but lacks priority	aware of knowledge of components of school health services; implements programs	knowledge of components of school health services; updates policies and procedures as needed	Knowledgeable of current trends, consistently implements trends and prioritizes needs
2c	organization of physical space	lack of attention to safety issues	respectful environment when interacting with students, family and school community; attention to safety	continually assessing and adapting space with respect to privacy and confidentiality needs of students, family and school community;	consistently advocates for changes as necessary
2d	management of health office procedures	lack of inventory; inconsistent when training staff; documentation not completed in timely manner	efficient management of materials and supplies; efficient delegation and staff training; attention to documentation; records, reports done in timely manner	professional supervision of staff working in health office; maintains accurate records so that data is easily retrievable	consistently evaluates and updates policies and procedures related to management of health procedures

FEEDBACK FORM SCHOOL NURSES

DOMAIN 3: Health Education: Instruction

	COMPONENT				
3a	Communication skills	frequent miscommunications	communicates clearly and accurately with students, family and school community	communication through a variety of methods--newsletters, classes, bulletin boards; engages students in questioning; effective written, verbal and non-verbal skills; listening skills	consistently engages students in questions and participation
3b	providing formal and informal health education	one size fits all' approach	age-appropriate instruction based on Vermont standards; individual student needs addressed	provides specific lesson plans as requested by teachers and/or by health education curriculum; resource person for staff; instruction based on Vermont standards	consistently participates in and evaluates curriculum and health education development
3c	demonstrates flexibility and Responsive-ness	unresponsive to different learning styles; inflexible	awareness of different learning styles and is demonstrated in interactions with students, family school community	demonstrates adaptive skills using a variety of teaching tools/styles	consistently strives to improve teaching techniques using current educational trends
3d	demonstrates health promotion	little evidence of health promotion seen in health services program	resource for students, family and school community	continually presents new information through health services program	consistently uses creative ways to engage students, family and school community in health promotion events
3e	engaging students in learning	same approach and information used repeatedly	appropriate materials and resources; continuously seeking new activities and projects	responsive to students, family and school community needs; energetic and enthusiastic about subject	consistently evaluates appropriateness and effectiveness of learning materials and activities

FEEDBACK FORM SCHOOL NURSES

DOMAIN 4: Professional Responsibilities

COMPONENT					
4a	collaborates with others	gives minimal input to school teams; avoids interactions with students, family and school community	team player; interacts with students and families; works with school staff; shares information as appropriate as advocate for students and families	uses position to bring unique perspective to school teams (504, EST); interacts effectively with other agencies as needed; makes referrals as needed	consistently anticipates need for collaborative teaming
4b	communicates with families	lack of communication and follow up with families	communicates information about students as appropriate to parents	communicates with and engages families in follow up	consistently supports and advocates for families
4c	demonstrates collegiality and Professionalism	occasional meetings with colleagues; demonstrates minimal professional growth	regular meetings with colleagues where sharing of information occurs; provides expected services to students; respectful of students; positive attitude shows in work ethic and health career	works with interdisciplinary team to accomplish goals; acts in respectful and ethical manner on behalf of students; proactive in promoting health careers	participates in professional organizations; consistently advocates for professional school nursing at the district, community and state level

COMPONENTS OF PROFESSIONAL PRACTICE

Special Educators

DOMAIN 1: Comprehensive Evaluation IEP Development

- 1a: Demonstrates knowledge of local, state, and federal policies and regulations.
- 1b: Demonstrates knowledge of characteristics of students with exceptionalities.
- 1c: Demonstrates knowledge of assessment instruments and tools.
- 1d: Communicates information regarding eligibility, program, policy and procedures.
- 1e: Identifies and analyzes learning environments.
- 1f: Applies an inter-disciplinary approach to evaluation and IEP development.
- 1g: Demonstrates the use of multiple resources in the development of IEPs (e.g. standards).
- 1h: Demonstrates knowledge of various models for transitions.

DOMAIN 2: Collaborative Consultation

- 2a: Collaborates with students, parents and professionals.
- 2b: Demonstrates knowledge of collaborative consultation skills and creative problem solving.
- 2c: Applies principles of interactive communication, group process and team building.
- 2d: Establish and maintain parent/ professional relationships.

DOMAIN 4: Professional Responsibilities

- 4a: Reflecting on professional practice.
- 4b: Maintain accurate records.
- 4c: Growing and developing professionally.
- 4d: Supervision and evaluation of instructional assistants.
- 4e: Contributing to school and district.
- 4f: Showing professionalism.

DOMAIN 3: Instruction, Supports and Adaptations

- 3a: Use effective, research-based instructional strategies and practices to meet the needs of individuals with SPECIFIC disabilities in academic and non-academic areas.
- 3b: Evaluate, select, develop and adapt curriculum materials, supports and technology.
- 3c: Plan, organize and implement educational programs to develop independent and active learners.
- 3d: Structure the educational environment to provide optimal learning opportunities.
- 3e: Develop and implement behavior support plans.

FEEDBACK FORM SPECIAL EDUCATORS

DOMAIN 1: Comprehensive Evaluation/IEP Development

COMPONENT				
Ia: Demonstrates and communicates knowledge of local, State, and Federal policies and regulations.	Teacher displays little understanding of local, State, and Federal regulations and policies and uses little skill in oral and written communication.	Teacher displays basic understanding of local, State, and Federal regulations and policies and uses basic skill in oral and written communication.	Teacher displays a more in depth understanding of local, State, and Federal regulations and policies and is skillful in oral and written communication. The information is presented in a meaningful and sensitive manner.	Teacher questions, teaches and explains local, State and Federal regulations and policies and is skillful in oral and written communication. The information is presented in a meaningful and sensitive manner. Teacher is reflective on her/his performance and shares ideas with colleagues.
Ib: Demonstrates knowledge of characteristics of students with exceptionalities	Teacher displays little understanding of the characteristics related to specific disability areas.	Teacher displays basic understanding of the characteristics related to specific disability areas.	Teacher displays a more in depth understanding of the characteristics related to specific disability areas and the effects of cultural and environmental milieu on student and family.	Teacher questions, teaches and explains the characteristics related to specific disability areas and the effects of cultural and environmental milieu on student and family.
Ic: Demonstrates knowledge of assessment instruments and tools.	Teacher displays little ability to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools.	Teacher displays basic ability to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools.	Teacher displays a more in depth ability to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools including exceptionality-specific assessment instruments.	Teacher questions, teaches and explains how to effectively and ethically select, use and interpret a variety of standardized and non-standardized assessment tools exceptionality-specific assessment instruments.
Id: Identifies and analyzes learning environments	Teacher displays little ability to identify and analyze learning environments.	Teacher displays basic ability to identify and analyze learning environments.	Teacher displays a more in depth ability to identify and analyze learning environments.	Teacher reflects on his/her ability to identify and analyze learning environments and shares strategies with colleagues.
Ie: Applies an inter-disciplinary approach to evaluation and IEP development.	Teacher displays little ability to collaborate with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs.	Teacher displays basic ability to collaborate with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs.	Teacher is skillful in collaborating with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs.	Teacher collaborates effectively with parents, colleagues and other individuals representing a wide variety of agencies/interests in developing evaluations and IEPs. He/she is analytical and reflective of the input from these disciplines.
If: Demonstrates the use of multiple resources in IEP development.	Teacher displays little ability to integrate assessment data, standards, and provisions for students' social, transition and academic strengths and needs in the development of IEPs.	Teacher displays basic ability to integrate assessment data, standards, and provisions for students' social, transition and academic strengths and needs in the development of IEPs.	Teacher is skillful and competent in integrating assessment data, standards, and addressing students' social, transition and academic strengths and needs in the development of IEPs.	Teacher is skillful and reflective in integrating assessment data, standards, and addressing students' social, transition and academic strengths and needs in the development of IEPs. He/she shares ideas with colleagues.

FEEDBACK FORM SPECIAL EDUCATORS

DOMAIN 2: Collaborative Consultation

COMPONENT				
2a: Collaborates with students, parents, and other educational agencies.	Teacher displays little ability to collaborate with students, parents, and other educational agencies.	Teacher displays basic ability to collaborate with students, parents, and other educational agencies.	Teacher is skillful in collaborating with students, parents, and other educational agencies. Teacher acts as a resource for parents.	Teacher is skillful and reflective in collaborating with students, parents, and other educational agencies. Teacher acts as a resource for parents and colleagues.
2b: Demonstrates knowledge of collaborative consultation skills and creative problem solving.	Teacher displays little knowledge of collaborative consultation skills and creative problem solving.	Teacher displays basic knowledge of collaborative consultation skills and creative problem solving.	Teacher displays in depth knowledge of collaborative consultation skills and creative problem solving.	Teacher critiques, evaluates and reflects on his/her knowledge of collaborative consultation skills and creative problem solving.
2c: Applies principles of interactive communication group process, and team building.	Teacher displays little ability to apply principles of interactive communication group process, and team building.	Teacher displays basic ability to apply principles of interactive communication group process, and team building.	Teacher is skillful and competent in applying principles of interactive communication group process, and team building.	Teacher is skillful and reflective in applying principles of interactive communication group process, and team building. He/she shares ideas with colleagues.
2d: Establish and maintain parent/professional relationships.	Teacher displays little ability to establish and maintain parent/professional relationships.	Teacher displays basic ability to establish and maintain parent/professional relationships.	Teacher is skillful and competent in establishing and maintaining parent/professional relationships.	Teacher is skillful and reflective in establishing and maintaining parent/professional relationships. He/she shares ideas with colleagues.

FEEDBACK FORM SPECIAL EDUCATORS

DOMAIN 3: Instruction, Supports and Adaptations

COMPONENT				
3a: Use effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas.	Teacher displays little ability to use effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas.	Teacher displays basic ability to use effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas.	Teacher is skillful and competent in using effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas.	Teacher is skillful and reflective in using effective, research-based strategies and practices to meet the needs of individuals in academic and non-academic areas. He/she shares ideas with colleagues.
3b: Evaluate, select, develop and adapt curriculum materials, supports and technology.	Teacher displays little ability to evaluate, select, develop and adapt curriculum materials, supports and technology.	Teacher displays basic ability to evaluate, select, develop and adapt curriculum materials, supports and technology.	Teacher is skillful and competent in evaluating, selecting, developing and adapting curriculum materials, supports and technology.	Teacher is skillful and reflective evaluating, selecting, developing and adapting curriculum materials, supports and technology. He/she shares ideas with colleagues.
3c: Plan, organize and implement educational programs to develop independent and active learners.	Teacher displays little ability to plan, organize and implement educational programs to develop independent and active learners.	Teacher displays basic ability to plan, organize and implement educational programs to develop independent and active learners.	Teacher is skillful and competent in involving students in goal setting and assessment, which enhances the planning, organization and implementation of educational programs to develop independent and active learners.	Teacher is skillful and reflective in involving students in goal setting and assessment, which enhances the planning, organization and implementation of educational programs to develop independent and active learners. He/she integrates student initiated-learning experiences into ongoing instruction.
3d: Structure the educational environment to provide optimal learning opportunities.	Teacher displays little ability to evaluate students' progress and continued needs to structure learning environment.	Teacher displays basic ability to evaluate students' progress and continued needs to structure learning environment.	Teacher is skillful and competent in evaluating students' progress and continued needs to structure learning environment. He/she designs learning environments that provide feedback from peers and adults.	Teacher is skillful and reflective in evaluating students' progress and continued needs to structure learning environment. He/she designs learning environments that provide feedback from peers and adults. He/she shares ideas with colleagues.
3e. Develop and implement behavior support plans.	Teacher displays little ability to develop and implement behavior support plans.	Teacher displays basic ability to develop and implement behavior support plans.	Teacher skillful and competent in developing and implementing behavior support plans according to the characteristics of the learner and patterns of error.	Teacher is skillful and reflective in developing and implementing behavior support plans according to the characteristics of the learner and patterns of error. He/she shares ideas with colleagues.

FEEDBACK FORM SPECIAL EDUCATORS

DOMAIN 4: Professional Responsibility

COMPONENT				
4a: Reflecting on Professional Practice	Teacher does not reflect accurately on the lesson, assessment, program or meeting as to how it might be improved.	Teacher's reflection on the lesson, assessment, program or meeting is generally accurate, and teacher makes global suggestions as to how it might be improved.	Teacher reflects accurately on the lesson, assessment, program or meeting, citing general characteristics. Teacher makes some specific suggestions about how it might be improved.	Teacher's reflection on the lesson, assessment, program or meeting is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining accurate records.	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining information in special education is efficient and highly effective.
4c: Growing and Developing Professionally	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of special educator skills.	Teacher's participation in professional development activities is limited to those that are convenient.	Teacher participates actively in professional development activities and contributes to the profession.	Teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.
4d: Supervision, training and evaluation of paraeducators	Teacher displays little ability to supervise, identify and implement effective and meaningful training and evaluate paraeducators.	Teacher displays basic ability to supervise, identify and implement effective and meaningful training and evaluate paraeducators.	Teacher displays a more in depth ability to supervise, identify and implement effective and meaningful training and evaluate paraeducators.	Teacher highly skilled in his/her ability to supervise, identify and implement effective and meaningful training and evaluate paraeducators.
4e: Contributing to the school and district	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district projects.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district projects, and maintains positive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.
4f: Showing Professionalism	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.	Teacher's attempts to serve students is based on the best information are genuine but consistent.	Teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

COMMON THEMES ACROSS DOMAINS

A number of themes apply to most of the components of the framework and are reflected in the entire instructional cycle, from planning and preparation through evaluation and reflection. They are described here, and their connection to the different domains and components explained.

EQUITY:

Implicit in the entire framework, particularly those domains relating to interaction with students (Domains 2 and 3), is a commitment to equity. In an environment of respect and rapport, all students feel valued. When students are engaged in a discussion of a concept, all students are invited and encouraged to participate. When feedback is provided to students on their learning, it is provided to all students.

This equity imperative is particularly meaningful in the context of our history of elitism. Schools in the United States have traditionally served many students well. Students have been offered academic courses of high quality and have graduated to pursue opportunities in higher education. But our public schools have not served all students equally well. Those who have been underserved are primarily students of color, particularly in urban areas, and females, particularly in science and mathematics. And even when the inequities have not been institutionalized, as they were in segregated schools prior to 1954, they have been nearly as insidious.

A commitment to excellence is not complete without a commitment to equity. Such a commitment provides (1) equal opportunity for stimulating academic achievement, with the open doors to higher education and careers that result from success in that arena, and (2) additional levels of support for those traditionally underserved to enable them to overcome individual and community wide doubts about their capability to succeed with distinction. In a school committed to equity, one would never hear a science or a physical education teacher in the faculty lounge say, “She did pretty well, for a girl.”

CULTURAL SENSITIVITY:

Students may arrive at school with traditions that are different from or antagonistic to those of many US classrooms. Children in some cultures, for instance, are taught not to look adults in the eye because it is a sign of disrespect; yet many US teachers interpret a child’s looking away as insolence. Similarly, the way questions are used in many classes is foreign to some students. When teachers use questions that they know the answer to as a way of checking, for example, whether students have done the assigned reading, these students are baffled: “Why would a teacher ask a question to which he already knows the answer? Clearly, this is not a real question; but if it is not a question, what is it?” Such thoughts interfere with a student’s ability to participate fully, and the teacher may well conclude that the student is a slow learner. Other examples abound in research literature (Villegas 1911).

Teachers who are sensitive to the cultures of their students pay particular attention to Component 1b (demonstrating knowledge of students). In learning about students’ backgrounds, these teachers ensure that they are aware of relevant information about cultural traditions, religious practices, and patterns of interaction that may affect a student’s classroom participation. In addition, the teachers ensure that the materials they use (Components, 1e, and 3c) and the examples they employ (Component 3a) do not refer to items or traditions unfamiliar to students, or that they explain them fully. And they take particular care that in their communication with families (Component 4c) they demonstrate cultural respect.

HIGH EXPECTATIONS:

Related to equity but distinct from it is a focus on high expectation. Accomplished professionals believe that all students are capable of extremely high standards of learning, and they organize their teaching accordingly. They are also aware of how expectations work. When teachers believe that some students are particularly capable or slow in learning, such expectations tend to become self-fulfilling prophecies.

The framework for professional practice reflects high expectations in a number of areas:

- Instructional goals (Component 1c).
- Levels of accomplishment established in a culture for learning (Component 2b).
- Questions posed in class (Component 3b).
- Feedback students receive (Component 3d).
- Communication with families about their children's work (Component 4c).

High expectations are necessarily grounded in clear and open standards for achievement. The characteristics of a good persuasive essay, for example, are rigorous, known to all students, and apply to all. And, echoing the commitment to equality, teachers are committed to helping all students reach the standard.

Based on their unique characteristics, some students may require additional time or support to reach a standard. They may be learning disabled, or they may learn very slowly. In these cases, high expectations will be based on the students' own unique history and reflect significant achievement for them.

DEVELOPMENTAL APPROPRIATENESS:

How students engage with academic content is shaped in part by their level of intellectual development. Teachers can observe important patterns of development despite students' many individual differences. These patterns are especially important in certain academic areas – science and mathematics at all levels and literature and the social sciences at the high school level. For example, until students can conserve number, which is usually achieved by the time they are 6 or 7, they cannot understand addition facts. Similarly, until students understand the concept of separating and controlling variables usually by age 11, they cannot design a scientific experiment independently. And until students can achieve formal thought (at about age 14), they will have trouble understanding the role of change in history or engaging in serious literary criticism.

Attention to developmental appropriateness relates to many components, particularly (though not exclusively) those in Domain 1 (planning and preparation). Teachers who are sensitive to developmental patterns choose their instructional goals (Component 1c), activities and materials (Components 1e and 3c), and assessment strategies (Component 1f) carefully. But attention to child development also influences the other domains. Teachers demonstrate respect in developmentally appropriate ways (Component 2a). They ask developmentally appropriate questions (Component 3b) and provide feedback (Component 3d) in ways that stretch but do not overwhelm students intellectually.

ACCOMMODATING STUDENTS WITH SPECIAL NEEDS:

An awareness of developmental appropriateness can be extended to include sensitivity to students with special needs. Some of these needs are intellectual; others are physical or emotional. And in these days of greater inclusion of students with disabilities in regular classrooms, all teachers require at least some understanding of special needs.

Differing intellectual needs affect teachers' skill in many of the same areas of the framework that require sensitivity to developmental issues: attention to instructional goals, instructional design, and classroom interaction. Teachers who have students with physical limitations must also attend to the implication of how physical space is organized (Component 2e). Visually or hearing-impaired students must be situated in a classroom so they can see and hear to the maximum extent possible. Students with emotional needs impose particular responsibilities on teachers as they respond to student behavior (Component 2d), as well as to other aspects of student interaction in Domain 2 (the classroom environment) and Domain 3 (instruction).

APPROPRIATE USE OF TECHNOLOGY:

Calculators, computers, CD-ROMs, video players, cameras, and other tools of technology are, to varying degrees, available in US schools and classrooms. Using these tools to enhance learning is an important responsibility of today's teachers. Such tools can be used in classrooms with students (Components 3a and 3c) or as an aid to records management (Component 4b).

We need to remember that technological tools are just that – tools. They should never be considered ends in themselves, and they should not be misused. For example, if students learn to perform operations by using a calculator exclusively, they may not know how to do the problem without it. That is, if students don't understand the concept of multiplication or how multiplying by 10 affect a product, then using a calculator to get the right answer leaves them vulnerable. Once students have acquired the relevant concepts, however, the calculator can save a great deal of time.

Teachers and schools must also be aware that the private resources available to students in the area of technology are extremely uneven. Many families now have computers at home, complete with games and CD-ROM players. Many others do not. The familiarity with technology enjoyed by the children from those different families is correspondingly diverse and is reflected in how they can use technological tools in their academic work. Part of a school's responsibility is to provide access to the technological world for all students.

From: Enhancing Professional Practice, A Framework for Teaching, Charlotte Danielson, ASCD

FIVE STANDARDS FOR VERMONT EDUCATORS

1. LEARNING

(Content Expertise)

Each Vermont educator continues to acquire new learning in the content area of his/her professional endorsement(s), and reflects this new learning in professional practice. Each educator is knowledgeable about the content requirements of his/her endorsement(s).

Quality Indicators - This list of indicators is not intended to be all-inclusive or limiting.

Quality is indicated when an educator:

- demonstrates a thorough knowledge of subject matter pertinent to his/her endorsement(s) in a field(s) of knowledge
- continually increases knowledge in the subject matter of one's endorsement(s)
- demonstrates understanding of the subject matter's relationship to other fields
- demonstrates understanding of the subject matter's relevance to real world applications
- adjusts curriculum and professional practice as a result of increased subject matter knowledge in order to improve student learning.

2. PROFESSIONAL KNOWLEDGE

(Methodology and Pedagogy)

Each Vermont educator continues to acquire knowledge in best practices in teaching and the learning process so as to improve Learning Opportunities for all students.

Quality Indicators - This list of indicators is not intended to be all-inclusive or limiting.

Quality is indicated when an educator:

- knows developmental characteristics of students
- applies best practices in learning and teaching
- acquires and applies research-based knowledge in best practices in teaching
- plans developmentally appropriate curriculum and instruction
- adapts learning environment so that all students achieve success
- applies a variety of learning theories and uses a variety of teaching styles as appropriate
- engages students in active and independent learning
- uses multiple strategies to assess student learning to modify and adapt instruction
- involves students in self assessment
- implements standards-based instruction and assessment strategies within an articulated curriculum
- uses data and research to improve student learning
- participates in educational inquiry and research
- uses information technology as an integral component of teaching and learning
- makes effective use of available human resources (e.g., assistants, volunteers, student mentors).

3. COLLEAGUESHIP

Each Vermont educator works collaboratively with colleagues at local, state, and/or national levels to improve student learning through implementation of national standards, Vermont’s Framework of Standards and Learning Opportunities, district goals, school goals and/or action plans.

Quality Indicators - This list of indicators is not intended to be all-inclusive or limiting.

Quality is indicated when an educator:

- demonstrates effective interpersonal communication and human relations skills
- coordinates individual professional development with local school action plans, *Vermont’s Framework of Standards and Learning Opportunities*, and other applicable state and local goals for improved student learning
- observes, mentors, and collaborates with colleagues to ensure best practices for improving student performance
- works with others to develop, implement, and assess school goals and action plans, curriculum, and other programs designed to improve student learning
- collaborates with school, health, human service, and other professionals to support all learners
- works in collaboration with institutions of higher education to promote best practices in teaching and learning
- actively participates in professional organizations which promote improvement of educational practice
- demonstrates effective shared leadership which models and encourages collaboration
- provides leadership for school improvement initiatives.

4. ADVOCACY

Each Vermont educator works to improve the educational health of Vermont learners, and promotes fairness and equity for all students and members of the educational community. The educator engages the family and the community in partnerships to promote student learning.

Quality Indicators - This list of indicators is not intended to be all-inclusive or limiting.

Quality is indicated when an educator:

- promotes equitable access to facilities, programs, and equipment necessary to support the instructional process
- establishes high academic expectations for all students
- works to ensure a safe and effective learning environment, free of harassment
- works to ensure that school policies and procedures are fair, known to all, and consistently applied
- works to ensure that resources in the school and community are accurate, current, and free of bias, stereotyping, and misrepresentation
- enhances on-going, two-way communication with families
- enhances efforts to make expectations and performance criteria clear and public to all, including families and the community
- extends student learning into the community through partnerships with families, community groups, and businesses
- works professionally in cooperation with business and industry
- discusses educational issues with the public at local, state, and/or national levels
- establishes and actively participates in collaborative relationships with families, community agencies, and others in the community at large to support student learning and well-being
- models respect, understanding, sensitivity, and appreciation for the rights of multiple and diverse groups
- builds with others a shared vision of standards-based learning and teaching
- establishes mentor relationships with students
- advocates for a curriculum that ensures all students can learn.

5. ACCOUNTABILITY

Each Vermont educator carries out professional responsibilities ethically. Each educator demonstrates professional growth over time in each of the Five Standards for Vermont Educators through a professional portfolio that includes evidence of rigorous professional development, reflective practice, and adapting practice to improve student learning. A portion of each educator’s IPDP and professional portfolio will be connected to his/her school’s initiatives for improving student learning.

Quality Indicators - This list of indicators is not intended to be all-inclusive or limiting.

Quality is indicated when an educator:

- develops and implements an Individual Professional Development Plan (IPDP) that addresses each of *The Five Standards For Vermont Educators* and the school’s initiatives for improving student learning.
- reflects on one’s learning and teaching
- uses assessment to monitor change and demonstrate continual improvements in student performance
- demonstrates an ability to report and discuss student performance and program results to different audiences
- implements *Vermont’s Framework of Standards and Learning Opportunities*
- promotes professional development linked to student performance and the school action plan
- engages in school-wide supervision and evaluation systems
- adjusts practice as a result of student assessment, professional development, self reflection, and supervision and evaluation input
- applies researched-based best practices in supervision and evaluation strategies to improve professional practice and student learning.

STUDENT FEEDBACK

The use of student feedback is an important component for the assessment and improvement of instructional practice. Its use is also supported by the following Standards, Learning Opportunities and Mission Statement.

1. Vermont's Framework of Standards

- Students devise and test ways of improving the effectiveness of a system
- Students demonstrate a willingness to take risks in order to learn
- Students modify or change their original ideas and/or the ideas of others to generate innovative solutions
- Students assess their own learning by developing rigorous criteria for themselves, and uses these to set goals and produce consistently high-quality work
- Students demonstrate respect for themselves and others
- Students make informed decisions
- Students perform effectively on teams that set and achieve goals, conduce investigations, solve problems, and create solutions
- Students interact respectfully with others, including those with whom they have differences
- Students analyze their roles and responsibilities in their family, their school, and their community
- Students participate in democratic processes.

2. Vermont's Learning Opportunities

Teachers:

- Teachers use a balance and variety of assessment strategies to gain information and feedback about student learning
- Teachers use assessment results to influence instructional decisions and to plan next steps for student learning
- Teachers provide students opportunities to evaluate own work
- Teachers provide learning experiences that engage students in active learning, build on prior knowledge and experiences, and develop conceptual and procedural understanding, along with student independence
- Teachers use a variety of teaching roles and adapts these as appropriate for different purposes of instruction
- Teachers provide students opportunities to learn through a variety of roles, alone and with others
- Teachers assign projects and assignments that require students to integrate and apply their learning in meaningful contexts and to reflect on what they have learned
- Teachers adapt learning environments so that all students achieve success

South Burlington Mission Statement

The mission of the South Burlington School District, a community committed to excellence in education, is to ensure that each student possesses the knowledge, skills, and character to create a successful and responsible life. We will do this by building safe, caring, and challenging learning environments, fostering family and community partnerships, utilizing global resources, and inspiring life-long learning.

Professional Growth Plan
(Minimum of 2 goals, maximum of 4)

Name: _____ School Year: _____

Growth Goal _____ Domain _____ Component _____

Colleague(s) if applicable: _____

Activities and Steps to Be Taken	Resources Needed	Evidence of Goal Attainment	Completion Date

***Examples of Evidence (not limited to the following):**

- | | | |
|-----------------------------------|---|------------------------------------|
| IPDP Portfolio | Standards-Based Unit Plans | Student Work |
| Videotape / Digital Photos | Observations | Samples of Assessment Tools |
| Courses / Workshops | Feedback from parents, students, others. | Action Research Project |
| Data Analysis | Technology Applications | Committees/Curriculum Work |

Signature: _____ Date: _____

Signature: _____ Date: _____

Summary of Goal Attainment

Name: _____ Goal Number: _____ Year: _____

Describe the professional growth activities in which you participated this year to achieve your growth goal.
(Goal Plan must be attached.)

What results were achieved through these activities? (Please attach evidence of results.)

What impact did your goals have on your own professional development, practice, and students' performance?

Other comments or reflections.

Teacher Signature

Date

Supervisor Signature

Date of Conference

Focused Plan of Assistance

Teacher Name: _____
Teaching Assignment _____
School: _____
Administrator: _____
Date and Duration: _____
Evaluation Report due: _____

Performance Goal(s) related to the Components of Professional Practice:

Steps to be taken for successful achievement of Goal(s):

Indicators of Progress and/or Evidence of Improved Performance:

Resources:

Schedule of Observations:

Signature of Administrator _____

Signature of Teacher _____

Action: 1. Return to Evaluation _____
 2. Continued Focused Assistance _____
 3. Probation _____

Signature of Administrator _____

Date _____

Signature of Teacher _____

Date _____

INSTRUCTIONAL PLANNING QUESTIONS

(Concerning the lesson to be observed)

Teacher _____ **Observer(s)** _____

Grade Level(s) _____ **Subject(s)** _____ **Date** _____

What will you do in each area? Please include your rationale.

1. Standards/goals?
2. Instructional strategies?
3. Assessment of student learning?
4. Grouping of students (e.g., individuals, pairs, small groups, whole class)?
5. Activities (Please indicate the time allocated for each activity.)?
6. Instructional materials, resources, and technology (Please attach a copy of materials students will use during this lesson, e.g., handouts, worksheets, list of questions to be answered, etc.)?
7. Modifications for students with behavioral, physical, and/or learning needs?
8. Accommodations for different levels of learners and different approaches to learning?

REFLECTION QUESTIONS

(To guide post-observation discussion)

Teacher_____ Observer(s)_____

Grade Level(s)_____ Subject(s)_____ Date_____

1. In general, how successful was the lesson? Did the students learn what you intended them to learn?

2. To what extent were your assessment strategies effective? Would you make any changes in your approach to assessment? If so, what changes would you make, and why?

3. Did you make any modifications/adjustments to your plan during the lesson? If so, what were they, and what motivated these changes?

4. Please comment on the different aspects of your instructional delivery.
 - Instructional Strategies
 - Student Grouping
 - Student Activities
 - Materials, Resources, and Technology

To what extent were they effective? What would you do differently to improve the lesson?

**South Burlington High School
Student Feedback for Teacher/Course**

Your Gender: Female Male **Your grade:** _____ **Your age:** _____

Teacher: _____ **Course:** _____ **Period:** _____

Choose the best statement from the list below to describe your level of participation and use of class time in this class.

- I spend much more time on this class than my other classes.
- I spend a similar amount of time on this class as my other classes.
- I spend much less time on this class than on my other classes.
- I never spend any time on this class outside of class time.

Choose the best statement from the list below to describe your level of participation IN class and use of time OUTSIDE of this class.

- I participate and contribute to class more than most of the other students.
- I get my work done, but I do not actively participate in class.
- I participate in class discussions but do little work in class.
- I do not participate in class or engage in class work.

How much time, on average, do you spend on homework per day for this class?

- 0 min. 15 min. 30 min. 45 min. 60 min. or more

Choose the best statement from the list below to describe how challenging you found this class.

- I found this class to be MORE challenging than most classes I have taken.
- I found this class to be LESS challenging than most other courses I have taken.
- I found this class to be AS challenging AS most of my other classes.
- This class was TOO challenging for my level of preparation.
- This class was NOT as challenging as I hoped it would be.

