

DOMAIN I: PLANNING AND PREPARATION

		UNSATISFACTORY	EMERGING	PROFICIENT	EXEMPLARY
<p style="text-align: center;">Standard 1: Knowledge of Content</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ demonstrate an effective command of the subject to guide student learning? ➤ use effective instructional resources to communicate content knowledge? ➤ use a range of effective pedagogical approaches suitable to the content and/or to the students? 	<p style="text-align: center;">Standard 1: Knowledge of Content</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ demonstrate an effective command of the subject to guide student learning? ➤ use effective instructional resources to communicate content knowledge? ➤ use a range of effective pedagogical approaches suitable to the content and/or to the students? 	<p>The educator does not have a command of the subject or content standards and/or knowledge of prerequisite knowledge important to student learning. The educator makes content errors and does not correct student errors.</p> <p>The content taught is seldom related to national, state, or district standards. Very few resources are used to communicate content knowledge.</p> <p>The educator's plans and practice display little or no understanding of the range of pedagogical approaches suitable to the content or to the students.</p>	<p>The educator has limited or inconsistent command of subject knowledge or content standards. The educator sometimes demonstrates understanding of how concepts relate to one another.</p> <p>The content taught is sometimes related to national, state, or district standards. Adequate resources are used to communicate content knowledge.</p> <p>The educator's plans and practice display a limited understanding of the range of pedagogical approaches suitable to the content or to the students.</p>	<p>The educator has a strong and consistent command of the subject knowledge and content standards. Resources are used to communicate content knowledge, and the content taught can easily be related to national, state, or district standards. The educator has strong knowledge of content standards and uses that knowledge to guide instruction.</p> <p>The educator's plans and practice display understanding of a range of effective pedagogical approaches suitable to the content or to the students.</p>	<p>In addition to the educator having a strong and consistent command of the subject, the presentation of content links well with student knowledge and experience. Students contribute to presentation of content. Extensive resources are used to communicate content knowledge, and the content taught can easily be related to national, state, or district standards. The educator has extensive knowledge of content standards and uses that knowledge to guide instruction.</p> <p>The educator's plans and practice display understanding of an extensive range of effective pedagogical approaches suitable to the content or to the students and anticipates student misconceptions.</p>
	<p style="text-align: center;">Standard 2: Knowledge of Students</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ have knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs? ➤ build upon students' knowledge and experience? ➤ use school and district resources to support and advocate for student needs? 	<p style="text-align: center;">Standard 2: Knowledge of Students</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ have knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs? ➤ build upon students' knowledge and experience? ➤ use school and district resources to support and advocate for student needs? 	<p>The educator demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding. The educator rarely accesses school or district resources to meet student needs.</p>	<p>The educator inconsistently demonstrates understanding of how students learn and/or little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs.</p> <p>The educator uses this understanding to adjust whole group instruction, but rarely adjusts or accommodates individual instruction. The educator occasionally accesses school or district resources to meet student needs.</p>	<p>The educator demonstrates understanding of the active nature of student learning and obtains information about the levels of development for individual students. The educator seeks information from several sources in order to understand students' backgrounds, cultures, skills, language proficiency, interests, and developmental needs (cognitive, linguistic, social, emotional, and physical) to inform instruction for individual students.</p> <p>The educator accesses school or district resources, including other professionals who have specialized expertise, to meet student needs.</p>

DOMAIN I: PLANNING AND PREPARATION

		UNSATISFACTORY	EMERGING	PROFICIENT	EXEMPLARY
<p style="text-align: center;">Standard 3: Instructional Goal Setting</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ develop appropriate instructional goals based upon national, state, local standards and/or individual student needs? ➤ develop goals that are measurable and state them in terms of student learning? ➤ monitor and adjust goals based upon student students? 	<p style="text-align: center;">UNSATISFACTORY</p> <p>Instructional goals are unsuitable for students, representing minimal or low-level learning.</p> <p>Goals are stated only as activities without correlation to the established goals of the curriculum.</p> <p>Goals that are developed are not stated in terms of student learning, and are difficult to measure.</p> <p>Instructional outcomes are not aligned with students' annual IEP goals.</p>	<p style="text-align: center;">EMERGING</p> <p>Instructional goals are of moderate rigor and are suitable for some students, but do not incorporate the needs of all students involved in the instruction.</p> <p>Some of the goals are clear and some goals permit viable methods of assessment.</p> <p>Most outcomes align with students' annual IEP goals and with the age or developmentally appropriate curriculum.</p>	<p style="text-align: center;">PROFICIENT</p> <p>Instructional goals reflect high levels of student learning and program curriculum standards. Lesson plans include daily learning goals/objectives. Instructional goals are measurable and stated in terms of student learning. Goals are clear and can be assessed with fidelity.</p> <p>Outcomes are differentiated to align with each student's annual IEP goals and with age or developmentally appropriate curriculum.</p> <p>Students are encouraged to be a part of the goal setting process. The educator monitors goals they have set and adjusts them based upon student learning.</p>	<p style="text-align: center;">EXEMPLARY</p> <p>In addition to being proficient the educator's instructional goals target several different types of learning and where appropriate provide opportunities for integration of learning.</p> <p>The educator actively facilitates and/or engages students in taking part in the goal setting process.</p>	
	<p style="text-align: center;">Standard 4: Lesson Design</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ design learning activities aligned with educational goals/outcomes? ➤ ensure that lessons have a clear structure and use time effectively? ➤ ensure that the lesson is differentiated and relevant to student needs? 	<p style="text-align: center;">UNSATISFACTORY</p> <p>The series of instructional strategies and learning activities is poorly aligned with the learning outcomes and does not represent a coherent structure.</p> <p>The learning activities are suitable for only some students. Instructional groups are not suitable for the activities and offer no variety.</p>	<p style="text-align: center;">EMERGING</p> <p>The series of instructional strategies and learning activities demonstrates partial alignment with learning goals/outcomes, some of which are likely to engage students in the intended learning.</p> <p>The learning activities are suitable for some students. Instructional groups are sometimes suitable for the activities.</p> <p>The lesson or unit has a recognizable structure and reflects partial knowledge of students' educational needs.</p>	<p style="text-align: center;">PROFICIENT</p> <p>The educator consistently uses knowledge of content, students, and resources to design a series of instructional strategies and learning activities aligned to educational goals/outcomes.</p> <p>The learning activities have realistic time allocations and are differentiated where appropriate to make them suitable for all students.</p> <p>The lesson or unit has a clear structure and is likely to engage students in the intended outcomes as delineated from the program curriculum standards and the IEPs of the students.</p>	<p style="text-align: center;">EXEMPLARY</p> <p>In addition to proficient lesson design the educator articulates long range and short term outcomes that are always focused on student learning. Lesson design almost always reflects research-based best practices, promotes critical thinking, problem-solving and project-based learning. Lessons are highly relevant to student needs and interests and are adjusted as learning progresses throughout the year, so that it is always current, relevant, and engaging. The educator uses extensive resources beyond the textbook to enhance instruction.</p>

DOMAIN I: PLANNING AND PREPARATION	<p>Standard 5: Assessment Planning</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ demonstrate knowledge of a variety of assessment methods and options? ➤ use assessments that are aligned with instructional goals and have clear criteria and standards? ➤ use assessment results to plan for future instruction? 	UNSATISFACTORY	EMERGING	PROFICIENT	EXEMPLARY
		<p>The educator does not have knowledge of the wide variety of state, district, and school assessment methods and options.</p> <p>The educator's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students.</p> <p>The results of assessment are not accurate and have minimal impact on the design of future instruction.</p>	<p>The educator has limited or inconsistent knowledge of district, school, and state assessments and occasionally uses formative and summative assessments to guide instruction.</p> <p>The educator's plan for student assessment is partially aligned with the instructional outcomes. Assessment criteria and standards have been developed, but they are not clear.</p> <p>The educator sometimes uses assessment results to plan for future instruction for groups of students.</p>	<p>The educator has strong and consistent knowledge of district, school, and state assessments and as a rule uses formative and summative assessments to guide instruction.</p> <p>The educator's plan for student assessment is aligned with the instructional outcomes, is based on clear criteria and standards, and is appropriate for the educational needs of students.</p> <p>The educator uses assessment results to plan for future instruction for individual students.</p>	<p>The educator has expert knowledge of district, school, and state assessments and effectively uses a variety of formative and summative assessments to guide instruction.</p> <p>The educator's plan for student assessment is fully aligned with the instructional outcomes, has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted to student's individual needs as delineated within the IEPs. The educator uses assessment results to plan future instruction.</p>

Possible evidence to look for:

- ✓ Deep knowledge of content is communicated in a variety of forms (classroom artifacts, resources made available to students, etc.).
- ✓ Student success on classroom-based assessments.
- ✓ The educator has a strong command of subject matter and possesses deep content knowledge.
- ✓ The educator anticipates or effectively corrects student errors/misconceptions.
- ✓ The educator is always learning new things about the content.
- ✓ The educator has set learning goals for students that can be measured.
- ✓ Year-long, unit, and weekly lesson plans have been developed that include instructional goals and learning outcomes.
- ✓ Lesson and unit objectives are written on the board or posted in the classroom for students to see and understand.
- ✓ Standards, goals and learning objectives are communicated with stakeholders.
- ✓ Educator practice reflects understanding of topics and concepts and provides a link to prior knowledge.
- ✓ Lesson quality reflects rigorous and important learning in the content mater.

DOMAIN II: CLASSROOM ENVIRONMENT

		UNSATISFACTORY	EMERGING	PROFICIENT	EXEMPLARY
DOMAIN II: CLASSROOM ENVIRONMENT	<p>Standard 6: Climate of Respect and Learning</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ create an environment that promotes equity, respect and positive interpersonal interactions? ➤ interact with students appropriately to developmental and cultural/school norms? ➤ have high expectations for student success, quality work and student achievement? ➤ keep students actively engaged in learning? 	<p>The educator does not create a classroom environment that promotes equity, respect, and positive interactions. The educator does not deal effectively with disrespectful behavior among students. The educator does not have high expectations for student success, quality work, or achievement. Students are occasionally engaged and demonstrating learning.</p>	<p>The educator has created an environment that inconsistently supports equity, respect, and positive interactions. The educator is inconsistent in supporting positive student interactions and appropriate cultural/school norms. There are expectations for student success, quality work, and achievement, but those expectations only sometimes result in student engagement and learning. Students are engaged and sometimes demonstrate learning and achievement.</p>	<p>The educator has created an environment that consistently promotes equity, respect, and positive interactions. The educator supports student to student interactions that are frequently positive and appropriate to cultural/school norms and is effective in responding to disrespectful behavior among students. There are appropriate expectations for student success, quality work, and achievement. Student engagement and learning is frequently evident and demonstrated in a variety of ways.</p>	<p>In addition to being proficient in creating a climate of respect and learning the educator empowers students to create an environment that consistently promotes equity, respect, and positive interactions. There are high expectations for student success, quality work, and achievement. Student engagement and authentic learning are consistently evident and is demonstrated in a variety of ways.</p>
	<p>Standard 7: Classroom Procedures and Physical Environment</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ develop and employ classroom procedures that promote student learning? ➤ facilitate smooth transitions with little loss of instructional time? ➤ design a safe and accessible classroom environment for all students? ➤ ensure all students have access to materials, available technology and necessary resources? 	<p>The educator does not have a clear system to manage classroom procedures; as a result, student learning is compromised. There is loss of instructional time during transitions and students do not have consistent access to the materials they need to be successful.</p> <p>The physical environment is disorganized, unsafe, or some students don't have access to learning.</p> <p>There is poor alignment between the physical arrangement and the lesson activities.</p>	<p>The educator has an ineffective or somewhat unclear system to manage classroom procedures; as a result, student learning is sometimes supported. There is some loss of instructional time during transitions and students do not always have access to the materials they need to be successful.</p> <p>The physical environment is fairly organized, safe and inviting, and essential learning is accessible to most students.</p> <p>The educator's use of physical resources, including technology, is moderately effective.</p> <p>The educator makes some attempt to modify the physical arrangement to accommodate learning activities or special needs of the students, with partial success.</p>	<p>The educator has developed a clear, effective, and efficient system to manage classroom procedures; as a result, student learning is consistently supported. There is little loss of instructional time during transitions and students have consistent access to materials they need to be successful.</p> <p>The physical environment is well organized, safe and inviting, and learning is accessible to all students.</p> <p>The educator ensures that the physical arrangement is appropriate for the learning activities and accommodates for the special needs of the students.</p> <p>The educator makes effective use of physical resources. Technology is used in an instructionally relevant manner, as appropriate to the lesson.</p>	<p>In addition to being proficient the educator engages students in contributing to the operation of classroom routines and procedures for transitions, handling of materials.</p> <p>Students are encouraged to be independent in the management of classroom procedures.</p>

		UNSATISFACTORY	EMERGING	PROFICIENT	EXEMPLARY
		DOMAIN II: CLASSROOM ENVIRONMENT	<p>Standard 8: Managing Student Behavior</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ clearly communicate and reinforce classroom and school expectations? ➤ address inappropriate behavior consistently and appropriately? ➤ proactively address student behavior? ➤ develop individualized student positive behavior supports when needed? 	<p>The educator does not have a clear system of classroom expectations. There is little or no monitoring of student behavior. The educator reacts to negative behavior rather than proactively promoting positive behavior. Response to student behavior is repressive, disrespectful of student dignity, or does not follow program guidelines.</p> <p>The educator does not develop individual positive behavior supports when necessary.</p>	<p>The educator has developed classroom expectations that are inconsistent or only partially effective. Classroom and school expectations are communicated and reinforced inconsistently. The educator is generally aware of student behavior but may miss the activities of some students. The educator attempts to respond to student behavior but with uneven results, and occasionally follows program guidelines.</p> <p>Individualized positive behavior supports are not adequate or consistently implemented to support improved student behavior, when needed.</p>

Possible evidence to look for:

- ✓ Individualized behavior support plans (BSP) are developed, implemented, and monitored, when needed to support student behavior
- ✓ Functional behavior analysis is completed when appropriate
- ✓ Implementation of behavior consultant recommendations.
- ✓ Students treat other students, staff, and community in positive and appropriate ways.
- ✓ The educator promotes a classroom of respect and learning; genuine warmth, caring and sensitivity is shown to students.
- ✓ The educator demonstrates knowledge of behavior systems and uses them effectively.
- ✓ Students treat equipment, materials, and facilities with respect.
- ✓ Classroom is organized and welcoming.
- ✓ Transitions are smooth and maximize instructional time.
- ✓ The educator has a clear and articulated system for managing all classroom procedures.
- ✓ Students know, understand, and can explain classroom procedure to others and show initiative in improving their classroom experience.
- ✓ Classroom displays are appropriate and relevant to teaching assignment
- ✓ The educator is familiar with, and uses, effective behavior strategies to maintain positive behavior in the classroom.
- ✓ Classroom expectations are posted, regularly taught, re-taught and reinforced.
- ✓ Students demonstrate awareness of the classroom and school expectations.

DOMAIN III: INSTRUCTION

		UNSATISFACTORY	EMERGING	PROFICIENT	EXEMPLARY
	<p style="text-align: center;">Standard 9: Lesson Delivery</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ exhibit clear lesson delivery and use language and communication that is appropriate to the students? ➤ activate students' prior knowledge? ➤ use a variety of questioning and discussion techniques appropriate to the student and outcomes of the lesson? ➤ use appropriate strategies, activities and student groupings effectively to engage students? ➤ use instructional tools, including technology effectively? ➤ make adjustments to lessons as necessary to promote student learning? 	<p>The educator's lesson is unclear or difficult to understand and does not build on students' prior knowledge. The educator's use of language contains errors or is inappropriate for students' age, cultures, communication mode, and/or functional level in consideration of the students' disabilities. The educator's questions are not appropriate to the outcomes of the lesson and provide few opportunity for higher level thinking or problem-solving. The educator does not provide adequate time or provide appropriate methods for students to respond.</p> <p>Strategies, activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' age, cultures or levels of understanding, resulting in little intellectual engagement.</p> <p>The lesson has no structure or is poorly paced and does not engage students in learning.</p> <p>The educator adheres to the instructional plan, even when a change would improve the lesson or address students' lack of engagement.</p>	<p>Sometimes the educator's lesson is clear and easy to understand. The educator inconsistently applies strategies to access students' prior knowledge. The special educator's use of language is correct, but may not be completely appropriate for students' age, cultures, communication modes, and/or functional level, in consideration of the students' disabilities. Some of the educator's questioning and discussion strategies are appropriate to the outcomes of the lesson and provide opportunity for higher level thinking or problem-solving. The educator provides adequate time for students to respond some of the time.</p> <p>Strategies, activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' age, cultures or levels of understanding and only sometimes engages students in meaningful learning.</p> <p>The lesson has a recognizable structure but is not fully maintained; pacing is</p>	<p>The educator's lesson is clear and easy to understand. The educator frequently activates students' prior knowledge.</p> <p>The educator's use of language is correct and appropriate for students' age, cultures, communication modes, and functional levels, in consideration of the students' disabilities. The educator's questioning and discussion strategies are consistently appropriate to the outcomes of the lesson and frequently provide opportunity for higher level thinking or problem-solving. Adequate time is provided for students to respond.</p> <p>Strategies, activities and assignments, materials, and groupings of students are appropriate for the instructional outcomes and students' age, cultures and levels of understanding which actively engages students in meaningful learning.</p> <p>The lesson's structure is coherent, with appropriate pace and consistently engage students in meaningful learning.</p> <p>The educator promotes the successful learning of all students, making adjustments as needed to instruction plans and</p>	<p>In addition to proficient lesson delivery the educator anticipates possible student misconceptions.</p> <p>The educator facilitates discussion among all students and students contribute the presentation of instruction and are encouraged to take ownership of learning.</p> <p>Strategies, activities and assignments, materials, and groupings of students are highly appropriate for the instructional outcomes and students' age, cultures and levels of understanding and promote significant student contributions to the lesson or learning goals.</p> <p>The educator appropriately seizes an opportunity to enhance learning, building on a spontaneous event or student interests .</p> <p>The educator ensures the success of all students, using an extensive repertoire of instructional strategies.</p>

			<p>sometimes adequate in engaging students.</p> <p>The educator attempts to modify the lesson when needed but has only a limited repertoire of strategies to draw upon when flexibility of instruction is necessary.</p>	<p>uses a variety of instructional strategies when flexibility of instruction is necessary.</p>	
DOMAIN III: INSTRUCTION	<p>Standard 10: Feedback to Students</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ listen to students and respond appropriately? ➤ provide constructive feedback that motivates learning and academic growth? ➤ provide feedback that is accurate, constructive, specific, timely, and respectful and offered in a variety of forms? ➤ facilitate positive peer to peer feedback? 	UNSATISFACTORY	EMERGING	PROFICIENT	EXEMPLARY
		<p>Educator feedback to students is not accurate, constructive, specific, timely, or respectful. Educator feedback does not motivate students to improve their academic or behavior performance. Appropriate feedback techniques are not used. Interactions are only educator to student; peer to peer feedback is not supported.</p>	<p>Educator feedback to students is inconsistently accurate, constructive, specific, timely, or respectful. Educator feedback sometimes motivates students to improve their academic or behavior performance. Respectful and positive peer to peer feedback is not consistently supported.</p>	<p>Educator consistently provides students with accurate, constructive, specific, timely, and respectful feedback. Educator feedback is of high quality and motivates most students to improve their academic or behavior performance. Respectful and positive peer to peer feedback is consistently facilitated and monitored by the educator.</p>	<p>In addition to being proficient in providing feedback, the educator helps students use the feedback to enhance their own learning and skill development.</p>
	<p>Standard 11: Assessment for Learning</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ use assessment data to prepare for individual and group instruction, including re-teaching when necessary? ➤ use formative assessments during classroom instruction to facilitate student learning? ➤ use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state 	UNSATISFACTORY	EMERGING	PROFICIENT	EXEMPLARY
		<p>Assessment data is not used to guide instruction and/or assessment procedures are not aligned with instructional outcomes. The educator does not use assessments to inform instruction; as a result, the instruction delivered is frequently irrelevant. The educator does not support students to use self-assessment as a reflection of learning.</p>	<p>Assessment data is sometimes or inconsistently used to inform instruction. Assessment procedures are partially aligned with instructional outcomes. Assessment criteria are unclear. Use of formative assessments does not consistently include all instructional outcomes. The educator has a system of tracking assessments, but it is not consistently maintained. The educator is not able to</p>	<p>Assessment data is used to inform instruction; as a result the instruction is relevant and engaging for students. Assessment procedures are consistently aligned with instructional outcomes. Assessment criteria are consistently clear. The educator effectively interprets and tracks assessments and accurately addresses the performance levels of students. The educator engages some students in assessment of their own learning.</p>	<p>In addition to being proficient in the assessment of learning, the educator fully integrates assessment into instruction through extensive formative assessment.</p> <p>The educator engages students in developing assessment criteria and has established methods for involving all students in self assessment.</p>

	assessments? ➤ engage students in assessing their own learning?		consistently interpret assessment results. The educator sometimes makes self-assessment tools available to students.		
--	--	--	--	--	--

Possible evidence to look for:

- ✓ Students are actively engaged in learning.
- ✓ The educator is organized, knows the required learning targets, and effectively communicates objectives to students.
- ✓ Students are able to communicate learning targets and objectives are clear to the students.
- ✓ The educator lessons include options for learner literacy development across content areas.
- ✓ A variety of strategies, (i.e. technology, cooperative learning, use of art, service learning) are used to deliver instruction.
- ✓ Students are not afraid to make mistakes or ask questions and are willing to take risks in their learning.
- ✓ Students show motivation and initiative in understanding the content of instruction; they can revise, add detail or help peers.
- ✓ The educator sets high expectations through meaningful feedback and encourages students to meet those high expectations by providing the necessary support.
- ✓ The educator can produce evidence of systems designed to facilitate frequent, consistent, specific feedback.
- ✓ Educator designs questions with the purpose of determining student understanding so that they can provide meaningful feedback.
- ✓ Frequency, specificity, and consistency of feedback.
- ✓ The educator can describe how assessment is used prior to, during, and after instruction.
- ✓ The educator knows the difference and distinct uses of formative and summative assessments.
- ✓ The educator maintains detailed assessment data and records of student performance.

DOMAIN IV: PROFESSIONAL RESPONSIBILITY

		UNSATISFACTORY	EMERGING	PROFICIENT	EXEMPLARY
<p style="text-align: center;">Standard 12: Professional Growth And Development</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ participate in professional development opportunities relevant to his or her teaching assignment? ➤ pursue professional growth through reflection, self-assessment, learning and knowledge of best practices? ➤ participate in school or district events, activities, and projects that enhance professional growth and development. 	<p style="text-align: center;">Standard 12: Professional Growth And Development</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ participate in professional development opportunities relevant to his or her teaching assignment? ➤ pursue professional growth through reflection, self-assessment, learning and knowledge of best practices? ➤ participate in school or district events, activities, and projects that enhance professional growth and development. 	<p>The educator does not engage in professional development activities to enhance knowledge or skill. The educator resists feedback on teaching performance from either supervisors or more experienced colleagues. The educator makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>The educator has little knowledge about best practices. The educator does not engage in or contribute to professional discussions on professional practices with colleagues.</p>	<p>The educator participates to a limited extent in professional activities when they are convenient. The educator engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The educator finds limited ways to assist other educators and contribute to the profession.</p> <p>The educator has some limited knowledge of effective practices and is sometimes able to apply newly acquired knowledge and skills.</p>	<p>The educator seeks out opportunities for professional development to enhance content knowledge and/or meet program/student needs. The educator actively engages with colleagues and supervisors in professional conversation about practice and incorporates feedback from supervisors and colleagues. The educator participates actively in assisting other educators and looks for ways to contribute to the profession.</p> <p>The educator is knowledgeable about effective practices.</p> <p>Educator regularly participates in local, district events and projects.</p>	<p>The educator actively pursues opportunities for professional development and makes a systematic effort to conduct action research. The educator solicits feedback on professional practice from both supervisors and colleagues and uses the feedback to grow professionally. The educator initiates important activities to contribute to the profession.</p> <p>The educator demonstrates expert knowledge of effective practices and takes a leadership role with colleagues.</p> <p>Makes a substantial contribution to local, district, and state events and projects.</p>
	<p style="text-align: center;">Standard 13: Communicating and Collaborating with Stakeholders</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ communicate effectively and respectfully and with appropriate frequency with all stakeholders: students, parents, educators, related services staff, educational support staff, administrators, families? ➤ use effective modes of communication? ➤ facilitate meetings effectively? ➤ effectively and appropriately collaborate with colleagues and other professionals? 	<p>The educator does not effectively communicate with stakeholders. The educator is frequently not available to others and rarely responds to communications. The educator does not respond in a professional manner and/or often uses an ineffective mode of communication.</p> <p>The educator does not effectively collaborate. The educator makes limited attempts to engage stakeholders in the educational program.</p> <p>The educator does not effectively facilitate meetings.</p>	<p>The educator is not consistent in effectively and respectfully communicating with stakeholders. The educator is not consistent in being available to others and/or responding to communications. The educator does not consistently respond in a professional manner and/or use effective modes of communication.</p> <p>The educator is inconsistent in efforts to collaborate and/or to engage stakeholders in the educational program.</p>	<p>The educator consistently communicates effectively and respectfully with stakeholders. The educator is consistently available to others when needed and in responding to communications. The educator consistently responds in a professional manner and/or uses effective modes of communication.</p> <p>The educator engages stakeholders in determining student learning needs, discussing the educational program and/or student progress, and planning for the future.</p>	<p>The educator is highly effective in communicating with stakeholders and assumes a leadership role in developing positive relationships. The educator makes provisions for regular and timely availability and ease of access to others and communicates through varied approaches.</p> <p>The educator is highly successful in collaborating with all stakeholders in determining student learning needs, discussing the educational program and/or student progress, and planning for the future.</p> <p>The educator plans and facilitates</p>

			The educator is inconsistent in effectively facilitating meetings.	The educator effectively facilitates meetings.	meetings effectively and efficiently, guiding participants, and monitoring action items as required.
DOMAIN IV: PROFESSIONAL RESPONSIBILITIES		UNSATISFACTORY	EMERGING	PROFICIENT	EXEMPLARY
	Standard 14: Commitment to Instructional Initiatives Does the educator... <ul style="list-style-type: none"> ➤ support building and district instructional priorities? ➤ know and actively participate in building and district instructional initiatives? 	The educator is not aware of building or district instructional initiatives and rarely directs effort toward learning about the initiatives or altering practices to change in the direction of the building or district. The educator does not implement strategies toward the building and district instructional initiatives. The educator has demonstrated by action an unwillingness to change, learn, or grow as a professional.	The educator demonstrates an understanding of some building and district instructional initiatives and directs some effort toward learning about the initiatives. The educator sometimes alters practice to implement building and district instructional initiatives. The educator sometimes demonstrates a willingness to change, learn, and grow as a professional.	The educator demonstrates understanding of building and district instructional initiatives and directs consistent effort toward learning about the initiatives. The educator frequently alters practices in order to change toward the building or district instructional initiatives. The educator demonstrates a willingness to change, learn, and grow as a professional.	The educator demonstrates understanding of building and district instructional initiatives and directs significant effort toward learning about the initiatives. Not only does the educator alter practice in order to change but is usually a leader in helping others to embrace the change process toward the building or district instructional initiatives. The educator demonstrates a willingness to change, learn, and grow as a professional, but is also able and willing to lead others.
	Standard 15: Record Keeping and Accountability Does the educator... <ul style="list-style-type: none"> ➤ maintain accurate and organized records aligned with identified objectives? ➤ complete records and reports in a timely manner? ➤ share records and information appropriately? 	<p>The educator's record-keeping is not accurate or complete, and educator has trouble explaining it to others. The educator needs frequent reminders to turn in paperwork and complete required reports.</p> <p>Systems for maintaining records are either nonexistent or in disarray.</p>	<p>The educator maintains accurate records but sometimes needs reminders to complete necessary paperwork or reports. Records are sometimes shared with stakeholders.</p> <p>Systems for maintaining records are rudimentary and not always effective in monitoring student performance or school/classroom activities.</p>	<p>The educator maintains accurate and organized records and completes necessary paperwork or reports. Records are shared with stakeholders where appropriate.</p> <p>Records are effective in monitoring student performance and school/classroom activities. Systems for maintaining records are aligned with identified objectives.</p>	<p>The educator maintains a comprehensive system of records that is accurate, timely and effective in meeting the information needs of the educator and others.</p> <p>Students participate in maintenance of their own records as appropriate.</p> <p>Record keeping systems are exemplary and can be used as models for others.</p>
	Standard 16: Utilizing Support Personnel Does the educator... <ul style="list-style-type: none"> ➤ determine the abilities of assigned and provide training as needed ? ➤ monitor delegated assignments to ensure effective implementation? 	The educator does not provide direction or assistance to assigned support personnel or does not monitor their activities or effectiveness.	The educator delegates duties to assigned personnel and does not always monitor their effectiveness. The educator does not consistently provide direction or training and/or alert supervisor when	The educator determines the skills and abilities of assigned support personnel and delegates appropriate duties. The educator monitors the effectiveness of support personnel, provides direction and training as needed;	In addition to being proficient in utilizing support personnel, the educator uses the strengths of assigned support personnel to meet classroom goals and individual student needs. The educator is strategic and creative in scheduling

	➤ promptly alert supervisor to address concerns?		necessary.	the supervisor is appropriately alerted when necessary to address concerns with support personnel.	support personnel. The educator assumes a leadership role in fostering teamwork.
--	--	--	------------	--	--

Possible evidence to look for:

- ✓ The educator can describe best practices when it comes to instruction, and is able to incorporate instructional initiatives.
- ✓ The educator pursues professional growth opportunities and applies the learning.
- ✓ The educator displays the qualities of a learner that include the habits of reading, writing, reflection, and sharing with others.
- ✓ The educator is seeking to improve performance through professional growth opportunities.
- ✓ The educator effectively trains and monitors instructional assistants in carrying out day-to-day classroom assignments.
- ✓ The educator can be counted on to complete all required duties, reports, paperwork and grades.
- ✓ The educator's record-keeping system is clear, organized, up-to-date, and easy to understand.
- ✓ The educator makes an effort to be available and returns communications in a timely manner.
- ✓ The educator initiates communication with stakeholders.
- ✓ The educator is an effective facilitator and is able to develop meetings, agendas, adjourn meetings on time, and develops action steps.
- ✓ The educator has a high value for collaboration and frequently is involved in projects and activities that require collaboration.
- ✓ The educator has a high value for positive relationships and does not engage in rumors or gossip.
- ✓ The educator supports building and district instructional priorities through increased knowledge and a change in teaching practices.
- ✓ The educator is able to inspire others to adopt and support building and district instructional initiatives.
- ✓ The educator is considered a leader in terms of confidentiality and professional demeanor.

DOMAIN V: OTHER RESPONSIBILITIES	<p>Standard 17: Providing Training and Staff Development</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ effectively plan, prepare, promote, and deliver staff development activities? ➤ assess the effectiveness of professional development activities? 	UNSATISFACTORY	EMERGING	PROFICIENT	EXEMPLARY
		The educator fails to adequately provide appropriate training or staff development activities in areas of expertise or responsibility.	The educator conducts training and staff development activities for others in areas of expertise and responsibility but activities are not always effective or efficient.	The educator effectively training and staff development activities for others in areas of expertise and responsibility. Activities are effectively and efficiently conducted. Follow-up assistance is provided upon request.	Not applicable.
	<p>Standard 18: Conducting Program Assessment and Evaluations</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ select or develop appropriate methods or tools for program assessment/evaluation? ➤ Accurately interpret and use assessment data for program reports and recommendations for improvement? 	UNSATISFACTORY	EMERGING	PROFICIENT	EXEMPLARY
	The educator has insufficient knowledge to develop program specific assessment instruments and methods or often uses inappropriate assessment instruments or methods. The educator makes consistent or substantial errors when interpreting assessment results.	The educator has minimal knowledge necessary to develop program specific assessment instruments and methods or occasionally uses inappropriate assessment instruments or methods. The educator occasionally makes substantial errors when interpreting assessment results.	The educator possesses the knowledge necessary to develop program specific assessment instruments/methods and consistently uses appropriate assessment instruments or methods. The educator is consistently accurate when interpreting assessment results.	The educator draws upon an extensive knowledge of program specific assessment and uses this knowledge to help the entire organization accurately assess all programs.	
<p>Standard 19: Maintains Budget and Related Activities</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ ensure that assigned budget is tracked effectively. ➤ submit expenditures for authorization and related reports in a timely manner? 	UNSATISFACTORY	EMERGING	PROFICIENT	EXEMPLARY	
	The educator consistently fails to manage budgets related to program of work including reporting requirements.	The educator inconsistently manages budgets related to program of work including reporting requirements.	The educator consistently manages budgets related to program of work including reporting requirements.	Not applicable.	

	<p align="center">Standard 20: Supporting Instruction</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ demonstrate knowledge of program or district resource needs? ➤ assist in connecting other educators with appropriate resources? ➤ Provide meaningful consultation? 	<p align="center">UNSATISFACTORY</p> <p>The educator is not aware of curriculum resources and program needs and/or does not make any effort to provide or make educators aware of available and appropriate learning resources. Consultation with educators only when requested and provides inadequate assistance.</p>	<p align="center">EMERGING</p> <p>The educator is usually not aware of curriculum resources and/or program needs or makes minimal effort to provide or make educators aware of available and appropriate learning resources or provides minimal resources that are sometimes not applicable or appropriate for the curriculum or learning activity. The educator consults with educators only when requested.</p>	<p align="center">PROFICIENT</p> <p>The educator is usually aware of resources and/or program needs and provides or makes educators aware of available and appropriate learning resources. The educator regularly consults with educators regarding appropriate use of resources.</p>	<p align="center">EXEMPLARY</p> <p>The educator is aware of curriculum resource needs and continuously searches out, provides, and/or makes educators aware of available and appropriate learning resources. The educator continuously initiates consultation with educators regarding appropriate use of resources.</p>
DOMAIN V: OTHER RESPONSIBILITIES	<p align="center">Standard 21: Developing and Managing Grants</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ maintains knowledge of district priorities and grant opportunities? ➤ follow district grant planning procedures and protocols when pursuing grants. 	<p align="center">UNSATISFACTORY</p> <p>The educator is not aware of grant opportunities or needs, does not write grant applications, and/or does not appropriately manage assigned grant projects currently in place.</p>	<p align="center">EMERGING</p> <p>The educator is usually not aware of grant opportunities or needs, inconsistently participates in the writing of grant applications, and/or inconsistently manages assigned grant projects currently in place.</p>	<p align="center">PROFICIENT</p> <p>The educator is aware of grant opportunities or needs, participates in the writing of grant applications, and appropriately manages assigned grant projects currently in place.</p>	<p align="center">EXEMPLARY</p> <p>The educator anticipates district needs based on current state or local education initiatives and actively pursues grants and partnerships in collaboration with district contacts.</p>
	<p align="center">Standard 22: Program Planning</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ demonstrate understanding of program goals and trends? ➤ develop plans that align with program goals or needs of staff being served? ➤ demonstrate knowledge of resources available to support ? 	<p align="center">UNSATISFACTORY</p> <p>The educator demonstrates little or no familiarity of effective practices within scope of assignment and/or the district's overall program goals.</p> <p>The educator does not develop plans or goals appropriate to program goals or identified needs of staff being served. Plans consist of unrelated activities, lack an overall structure, and are often made in isolation.</p>	<p align="center">EMERGING</p> <p>The educator demonstrates familiarity or understanding of some effective practices within scope of assignment and/or the district's overall program goals.</p> <p>The educator inconsistently develops plans or goals appropriate to program goals or identified needs of staff being served. Plans align with and support some district goals or indentified needs, but some activities do not support intended</p>	<p align="center">PROFICIENT</p> <p>The educator demonstrates understanding of effective practices within scope of assignment and/or the district's overall program goals. The educator understands trends and uses this information in planning.</p> <p>The educator develops plans and goals effectively support program goals or identified needs of staff being served. Goals are clear and suitable for attaining targeted outcomes. Planning is</p>	<p align="center">EXEMPLARY</p> <p>In addition to being proficient in planning the educator has expert knowledge of effective practices and is able to takes a leadership role in shaping the program's future direction.</p> <p>The educator actively seeks multiple perspectives and utilizes the expertise of others within the planning process.</p> <p>The educator activity seeks out new resources and/or leverages community resources to enrich planned activities and further</p>

		The educator demonstrates little or no knowledge of resources available.	outcomes. The educator demonstrates inconsistent knowledge of resources available to support planning outcomes and staff being served.	collaborative and coordinated effectively. The educator demonstrates knowledge of district and community resources available to support planning outcomes and staff being served.	program goals.
		UNSATISFACTORY	EMERGING	PROFICIENT	EXEMPLARY
	<p>Standard 23: Delivery of Service</p> <p>Does the educator...</p> <ul style="list-style-type: none"> ➤ Demonstrate initiative in providing services? ➤ model effective instructional practices and share resources? ➤ Flexible and responsive in light of changing needs or circumstances? 	The educator is ineffective or declines to coach teachers and administrators being served. The educator does not model effective instructional practices and declines to collaborate with teachers regarding instruction. The educator does not locate or shared resources unless specifically requested to do so. The educator is inflexible and does not revise plans in response to changing needs or circumstances.	The educator provides coaching, but it is not consistently appropriate to the needs of the teachers and administrators being served. The educator inconsistently models effective instructional practices and only sometimes collaborates with teachers in the design and assessment of instruction. The educator's knowledge of resources is incomplete; resources are shared inconsistently. The educator sometimes revises plans in response to changing needs or circumstances.	The educator demonstrates initiative in providing coaching appropriate to the needs of the teachers and administrators being served. The educator consistently models effective instructional practices and is able to collaborate with teachers in the design and assessment of instruction. The educator shares resources that support program goals and teachers being served. The educator is flexible and responsive and is able to revise plans in response to changing needs or circumstances.	In addition to being proficient the educator is highly engaged and proactive in following up with teachers and administrators and in locating resources. The educator anticipates changing needs and takes a leadership role in supporting colleagues in making necessary revisions or adaptations.

Possible evidence to look for:

- ✓ The educator is knowledgeable of the needs of teachers and administrators being served.
- ✓ The educator is able to discern whether or not it is appropriate to adapt or change plans.
- ✓ Program plans are clear and align with program goals.
- ✓ Program plans logistic are communicated in a timely manner to allow for effective program.
- ✓ The educator is knowledgeable about of the status assigned budget expenditure.
- ✓ The educator uses evaluation information available from trainings and uses this to inform future training.
- ✓ The educators professional development offerings and engaging and reflect knowledge of the unique needs of adult learners.
- ✓ The educator has a year-long plan for program implementation and regularly monitors and adjusts this plan.
- ✓ The educator has a plan for program evaluation that is appropriate to the program.
- ✓ The educator uses the appropriate district grant planning protocols and procedures.
- ✓ The educator program reports, presentations, or proposals are effective in communicating information to the targeted audience.

EXPECTATIONS:

1. Demonstrate professional behavior outlined in the Competent and Ethical Educator Standards.
2. Dress in a neat, clean, and appropriate professional manner for the assignment and work setting.
3. Follow laws, policies and procedures for maintaining confidential information.

4. Demonstrate proficiency in use of technology necessary to the work assignment.
5. Meet timelines for completion of job responsibilities.
6. Maintain regular and punctual attendance.
7. Work in a safe, conscientious manner to avoid injury to self or others.
8. Confer regularly with immediate supervisor.
9. Follow all District policies, work procedures, and reasonable requests by proper authority.