

# **The School Board of Hamilton County**

## **Non-Classroom Teacher**

### **Evaluation Forms and Rubrics**



#### **Educational Management Consultant Services, Inc.**

Specializing in "Human Resource Development"

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**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**ASSOCIATE TEACHER**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS FORM**

Name \_\_\_\_\_ Position \_\_\_\_\_ Employee # \_\_\_\_\_

Subject/Course \_\_\_\_\_ School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

Comments of the Evaluator \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Comments of the Evaluatee \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Information from parents was collected and analyzed in the preparation of this report. ☐ Yes ☐ No

This evaluation has been discussed with me. ☐ Yes ☐ No

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

**Signature does not necessarily indicate agreement with this evaluation.**

ASSOCIATE TEACHER (Continued)

PLANNING/PREPARATION	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
1. Create or select short- and long-range plans based on district and state curriculum requirements, student profiles and instructional priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Identify specific intended learning outcomes that are challenging, meaningful, and measurable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Develop or select instructional activities which foster active involvement in the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.60	=	
Effective		X	3.20	=	
Highly Effective		X	4.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

ASSOCIATE TEACHER (Continued)

CLASSROOM MANAGEMENT	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
6. Maintain a positive, organized and safe learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Use time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Manage materials and equipment effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Use effective student behavior management techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Implement school rules, administrative regulations and Board policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Establish and maintain effective and efficient record keeping procedures, including but not limited to, required individual student plans and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Coordinate and monitor the work of volunteers and aides when assigned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.15	=	
Effective		X	2.29	=	
Highly Effective		X	2.86	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

ASSOCIATE TEACHER (Continued)

ASSESSMENT/EVALUATION	Performance Values (Check)				Observation Code*
	U	NI/D	E	HE	Indicate all that apply
<b>Performance Responsibilities</b>					
13. Develop and use assessment strategies, traditional and alternative, to assist the continuous development of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Assist in assessing changing curricular needs and plans for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Interpret data including but not limited to standardized and other test results for diagnosis, instructional planning and program evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Establish appropriate testing environment and test security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Evaluate the effectiveness of instructional units and teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.17	=	
Effective		X	2.34	=	
Highly Effective		X	3.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-6	Needs Improvement/Developing 7-10	Effective 11-14	Highly Effective 15-18
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**ASSOCIATE TEACHER (Continued)**

<b>STUDENT INSTRUCTIONAL ENGAGEMENT</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
19. Demonstrate knowledge and understanding of subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Communicate high learning expectations for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Apply principles of learning and effective teaching in instructional delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23. Use appropriate material, technology, and other resources to help meet the learning needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Provide appropriate instructional modification for students with special needs including exceptional education students and students who have limited English proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Provide instruction on safety procedures and proper handling of materials and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Assist students with health and hygiene needs as required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

ASSOCIATE TEACHER (Continued)

(Continued)

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.20	=	
Effective		X	2.40	=	
Highly Effective		X	3.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-11	Needs Improvement/Developing 12-18	Effective 19-24	Highly Effective 25-30
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

ASSOCIATE TEACHER (Continued)

TECHNOLOGY	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
29. Use appropriate technology in instructional delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Use technology to establish an atmosphere of active learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Provide students with opportunities to use technology to gather and share information with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Facilitate student access to the use of electronic resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Explore and evaluate new technologies and their educational impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. Use technology to review student assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35. Use technology for administrative tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.15	=	
Effective		X	2.29	=	
Highly Effective		X	2.86	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

ASSOCIATE TEACHER (Continued)

COLLABORATION	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
36. Communicate effectively, both orally and in writing, with other professionals, students, parents and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37. Provide accurate and timely information to parents and students about academic and behavioral performance of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. Collaborate with other professionals and parents after recognizing student distress or abuse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Collaborate with peers and other professionals to enhance student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.20	=	
Effective		X	2.40	=	
Highly Effective		X	2.80	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

ASSOCIATE TEACHER (Continued)

PROFESSIONAL LEARNING	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
41. Engage in a continuing improvement of professional skills and knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. Participate in school data collection of teacher input on principal's performance assessment program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	2.00	=	
Effective		X	4.00	=	
Highly Effective		X	4.67	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

ASSOCIATE TEACHER (Continued)

PROFESSIONAL RESPONSIBILITIES	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
44. Act in a professional and ethical manner and adhere at all times to the <i>Code of Ethics</i> and the <i>Principles of Professional Conduct of the Education Profession in Florida</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
45. Demonstrate attention to punctuality and regular attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
46. Prepare all required reports in an accurate and timely manner and maintain all appropriate records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
47. Maintain confidentiality of student and other professional information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
48. Comply with policies, procedures and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
49. Exercise appropriate professional judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
50. Support school improvement initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
51. Perform other tasks consistent with the goals and objectives of this position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.75	=	
Effective		X	1.50	=	
Highly Effective		X	1.75	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

ASSOCIATE TEACHER (Continued)

STUDENT GROWTH AND ACHIEVEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
52. Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and /or student program classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category Raw Score	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

# SCHOOL DISTRICT OF HAMILTON COUNTY

## ASSOCIATE TEACHER

### OBSERVATION AND DATA COLLECTION/ANALYSIS RUBRIC

#### PLANNING/PREPARATION

1. Create or select short- and long-range plans based on district and state curriculum requirements, student profiles and instructional priorities.
2. Identify specific intended learning outcomes that are challenging, meaningful, and measurable.
3. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.
4. Develop or select instructional activities which foster active involvement in the learning process.
5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>-Confident and competent in assigned content area/s and continues to seek out ways to expand knowledge level.</li> <li>-Selects goals and objectives based on content standards and needs of students.</li> <li>-Sequences strategies and activities to create lessons that are rigorous and relevant.</li> <li>-Clearly articulates how learning outcomes are aligned with goals, objectives and content standards.</li> </ul>	<ul style="list-style-type: none"> <li>-Highly qualified in assigned content area.</li> <li>-Goals and objectives are aligned with the district and state curriculum standards.</li> <li>-Seeks ways to utilize strategies and activities that will engage students with the content.</li> <li>-Learning outcomes are clearly and specifically articulated so students understand the plan and the reason for the activities.</li> </ul>	<ul style="list-style-type: none"> <li>-Is taking course work to become certified in content area.</li> <li>-Works with other members of the team to plan lessons that align with district and state content standards.</li> <li>-Learning outcomes are sometimes displayed so students can make the connection.</li> </ul>	<ul style="list-style-type: none"> <li>-Has little knowledge of subject area.</li> <li>-Relies on textbook organization to plan and prepare for the lesson.</li> </ul>

## ASSOCIATE TEACHER (Continued)

<b>Organization</b>	<ul style="list-style-type: none"> <li>-Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year.</li> <li>-Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>-Utilizes district and state content standards to develop long range plans.</li> <li>-Revisits long range plans as the year progresses.</li> </ul>	<ul style="list-style-type: none"> <li>-Has some understanding of the district and state content standards and sometimes addresses them in lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>-Has looked at the district and state content standards but they are not a part of the long range or daily planning process.</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>-Has a deep understanding of how students learn and plans instructional activities so all students are actively involved in the learning process.</li> <li>-Researches literature to stay abreast of the latest innovative strategies and materials and seeks ways to embed them when planning for student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>-Understands how students learn and plans for the use of a variety of instructional strategies.</li> <li>-Does some research regarding increased student involvement and writes plans incorporating new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>-Understands that all students should be involved in the learning process and is beginning to plan accordingly some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not understand how students learn and pays little attention to active involvement by all students during the learning process.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>-Utilizes diagnostic and summative assessments and a variety of assessment strategies to gather data to assist with decision making during planning.</li> <li>-Utilizes data from on-going assessments to revisit and revise plans to better serve student needs.</li> <li>-Allows students to assess themselves and to provide input into the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>-Diagnostic and summative assessments, and a variety of assessment strategies are used to gather data for consideration during planning.</li> <li>-A review of assessment data usually informs the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>-Has some knowledge of ongoing assessments to inform teaching and learning, but relies on end of the unit or chapter tests most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>-Learning outcomes are seldom assessed except for standardized tests.</li> <li>-Plans are written and followed with little attention to student needs or outcomes during the process of the teaching unit.</li> </ul>

**ASSOCIATE TEACHER (Continued)**

<b>Quality</b>	<ul style="list-style-type: none"><li>-Plans lessons that address all state and district curriculum standards and assists other colleagues with planning and design.</li><li>-Develops plans that are rigorous and demanding in content and involvement.</li><li>-Makes connections to prior lessons, student interests or real world situations so that students have a context for their learning.</li></ul>	<ul style="list-style-type: none"><li>-Plans lessons that address each state standard.</li><li>-Finds ways for students to see coherence in what they are studying.</li><li>-Plans lessons that require the use of higher level thinking skills.</li><li>-Helps students make connections to prior learning.</li></ul>	<ul style="list-style-type: none"><li>-Has read the state standards but relies on other sources, like textbooks or previous plans for developing lesson plans.</li><li>-Sometimes plans include the use of higher level thinking skills.</li></ul>	<ul style="list-style-type: none"><li>-Lesson plans are incongruent with the state standards.</li><li>-Plans deal with interaction of Webb's lower levels of knowledge.</li></ul>
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**ASSOCIATE TEACHER (Continued)**

<b>CLASSROOM MANAGEMENT</b>				
6. Maintain a positive, organized and safe learning environment. 7. Use time effectively. 8. Manage materials and equipment effectively. 9. Use effective student behavior management techniques. 10. Implement school rules, administrative regulations and Board policies. 11. Establish and maintain effective and efficient record keeping procedures, including but not limited to, required individual student plans and reports. 12. Coordinate and monitor the work of volunteers and aides when assigned.				
<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>– Establishes a climate that empowers students to collaborate and maintain a positive, respectful and non-threatening learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>– Maintains a positive, respectful and non-threatening learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>– Recognizes factors necessary for a positive learning environment but has not implemented them.</li> </ul>	<ul style="list-style-type: none"> <li>– Interactions are often disrespectful, uncaring and negative.</li> </ul>
<b>Techniques</b>	<ul style="list-style-type: none"> <li>– Maintains academic focus through a variety of motivational techniques.</li> <li>– Students are actively engaged in the learning process and take responsibility for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Maintains academic focus through motivational techniques.</li> <li>– Students are actively engaged in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not consistently maintain academic focus.</li> <li>– Not all students are engaged in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Lacks academic focus.</li> <li>– Students are frequently off-task and not engaged in the learning process.</li> </ul>

## ASSOCIATE TEACHER (Continued)

<b>Efficiency/Time Management</b>	<ul style="list-style-type: none"> <li>– Maximizes instructional time and minimizes interruptions by inculcating classroom routines that are followed effortlessly by all students.</li> <li>– Transitions are smooth with students assuming responsibility; no instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes and posts routines but students require prompting to follow them.</li> <li>– Transitions are smooth; little instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes routines but they are not followed by all students or maintained by the teacher, occasionally resulting in the loss of instructional time.</li> <li>– Smooth transitions do not always occur, resulting in a loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established routines and instructional time is frequently lost for routine tasks and interruptions.</li> <li>– Transitions result in lost instructional time and behavior problems.</li> </ul>
<b>Behavior Management</b>	<ul style="list-style-type: none"> <li>– Anticipates student behavior and prevents problems.</li> <li>– A wide variety of appropriate and effective behavior management techniques have been established and utilized.</li> <li>– School rules, administrative regulations and Board policies are followed and enforced on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently monitors student behavior.</li> <li>– Appropriate and effective behavior management techniques have been established and utilized.</li> <li>– Administrative regulations and Board policies are followed and enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student behavior.</li> <li>– Behavior management techniques are not consistently applied, resulting in behavior problems.</li> <li>– Administrative regulations and Board policies are not consistently followed or enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely monitors student behavior.</li> <li>– Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students.</li> <li>– School and district rules and policies are not followed.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Clearly communicates and discusses high expectations for student behavior for all students. Students collaborate in the development of the standards and model expectations.</li> </ul>	<ul style="list-style-type: none"> <li>– Clearly communicates high expectations for student behavior to all students.</li> </ul>	<ul style="list-style-type: none"> <li>– Develops student standards of conduct and most students appear to understand them, although not all students adhere to them.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established or communicated standards of conduct for students.</li> </ul>

**ASSOCIATE TEACHER (Continued)**

<b>Supervision</b>	– Volunteers and/or assistants are productively and independently engaged throughout the entire class, making a significant contribution to the learning environment.	– Volunteers and/or assistants are productively engaged throughout the entire class, but require instructions and supervision from the teacher.	– Volunteers and/or assistants are engaged during portions of the class, but require frequent instructions and redirection from the teacher.	– Volunteers and/or assistants have no clearly defined duties or are not actively engaged in the learning process.
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ASSOCIATE TEACHER (Continued)

ASSESSMENT/EVALUATION				
<p>13. Develop and use assessment strategies, traditional and alternative, to assist the continuous development of students.</p> <p>14. Assist in assessing changing curricular needs and plans for improvement.</p> <p>15. Interpret data including but not limited to standardized and other test results for diagnosis, instructional planning and program evaluation.</p> <p>16. Establish appropriate testing environment and test security.</p> <p>17. Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information.</p> <p>18. Evaluate the effectiveness of instructional units and teaching strategies.</p>				
Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>Protocol</b>	<ul style="list-style-type: none"> <li>-Understands the value of standardized testing, strict directions and test security.</li> <li>-Students realize the importance of testing.</li> </ul>	<ul style="list-style-type: none"> <li>-Follows all directions for standardized testing and test security.</li> <li>-Talks with students about testing and the significance to the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>-Requires close supervision and follow up to ensure that standardized testing is carried out accurately.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not value standardized testing and is compliant at best.</li> </ul>
<b>Diagnosis</b>	<ul style="list-style-type: none"> <li>-Uses diagnostic measures prior to beginning instruction and adjusts lesson plans and strategies accordingly.</li> <li>-Uses data from diagnostic measures to plan for ways to meet individual needs.</li> <li>-Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>-Uses diagnostic measures prior to instruction and adjusts lesson plans and instruction to meet student needs.</li> <li>-Uses data from ongoing diagnostic measures to more clearly align lesson design for the needs of groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>-Is beginning to see the value in upfront diagnostic tools and occasionally will check with students prior to instruction.</li> <li>-Sometimes utilizes ongoing diagnostic strategies to inform lesson design during the course of a study.</li> </ul>	<ul style="list-style-type: none"> <li>-Begins instruction with the assumption that students should know the prior content.</li> <li>-Does not check for understanding or for diagnostic information during the course of a unit of study.</li> </ul>

### ASSOCIATE TEACHER (Continued)

<b>Analysis</b>	-Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding instructional planning, teaching strategies and program evaluation.	-Reviews available data to evaluate instructional planning, teaching strategies and program evaluation.	-Has collaborated with others regarding their instructional planning and teaching strategies, but has done little to initiate own instructional or program evaluation.	-Does not analyze own instructional planning, teaching strategies or program evaluation.
<b>Understanding</b>	-Uses a variety of methods to check for understanding throughout the lesson, and corrects, provides praise or reteaches as appropriate.	-Frequently checks for understanding and reteaches as appropriate.	-Asks students if they understand during the lesson, but often does not follow up with individual feedback.	-Seldom checks for individual student understanding.
<b>Communication</b>	-Executes a plan to clearly articulate academic progress to individual students, their parents and appropriate colleagues. -Communicates with stakeholders on a regular and timely basis and in a variety of formats.	-Articulates academic progress to individual students, their parents, and appropriate colleagues.	-Provides academic data to students and asks them to take it home to their parents. -Meets with colleagues as required by administration.	-Grades and test scores are posted and it is the students' responsibility to review them and tell their parents about their academic progress.
<b>Responsibility</b>	-Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students. -Students have bought into goal setting and have developed strategies and a monitoring system for holding themselves accountable for continuous improvement.	-Models the goal setting process by sharing professional goals, strategies and monitoring system with students. -Asks students to write individual goals and monitors their plans so they are knowledgeable about their progress.	-Encourages students to do their best and check their work prior to grading.	-Permits students to move along in the instructional process regardless.

**ASSOCIATE TEACHER (Continued)**

<b>Expectations</b>	-Communicates, posts, explains lesson expectations clearly so students know what is expected. -Checks for understanding of expectations regularly.	-Posts lesson expectations so students will know what is expected.	-Tells students what is expected and occasionally posts an example from a previous class.	-Expects students to read the text and follow the directions without expectations clarified or posted.
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**ASSOCIATE TEACHER (Continued)**

**STUDENT INSTRUCTIONAL ENGAGEMENT**

19. Demonstrate knowledge and understanding of subject matter.
20. Communicate high learning expectations for all students.
21. Apply principles of learning and effective teaching in instructional delivery.
22. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities.
23. Use appropriate material, technology, and other resources to help meet the learning needs of all students.
24. Provide appropriate instructional modification for students with special needs including exceptional education students and students who have limited English proficiency.
25. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
26. Provide instruction on safety procedures and proper handling of materials and equipment.
27. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.
28. Assist students with health and hygiene needs as required.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Goal Focus</b>	– Clearly demonstrates to students what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.	– Gives students a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.	– Relates the main learning objectives of each lesson to students. Outcomes are not always correlated with state and district standards.	– Begins lesson without sharing students goals, objectives or outcomes. Students are confused as to the purpose of the lesson.

## ASSOCIATE TEACHER (Continued)

<b>Knowledge of Content</b>	<ul style="list-style-type: none"> <li>– Displays extensive content knowledge with evidence of the most current information in the content area.</li> <li>– Fully explains concepts and connects content to other areas, student experiences and interests or to current events.</li> <li>– Sparks student excitement and interest in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates content knowledge and delivers content that is factually correct.</li> <li>– Content is clear and well-organized and key points or main ideas are emphasized.</li> <li>– Connects the content to other parts of the discipline or other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Has gaps in content knowledge.</li> <li>– Content is factually correct but explanations lack clarity and content is not well organized.</li> <li>– Does not emphasize key points or make connections to other parts of the discipline or with other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Makes content errors; explanations are unclear and fails to build student understanding of key concepts.</li> <li>– Does not make connections to other areas or disciplines.</li> <li>– Students are confused but instruction continues as planned.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting instruction to meet individual needs.</li> <li>– Students participate in forming their own academic goals and analyzing their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting instruction to meet classroom needs.</li> <li>– Students value academic success as evidenced by the quality of their work.</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts instruction to meet individual student needs.</li> <li>– Students may occasionally spend time off-task or give up when work is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not establish or communicate high expectations for learning and achievement.</li> <li>– There is no evidence of adjusting and adapting instruction to meet individual needs.</li> <li>– Students may demonstrate a lack of interest in their work and be afraid to take on new challenges or risk failure.</li> </ul>

# ASSOCIATE TEACHER (Continued)

<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>– Selects highly effective strategies, materials and groupings to involve and motivate all students.</li> <li>– Consistently utilizes current research and new and innovative instructional materials.</li> <li>– Seeks out and integrates technology to maximize student learning.</li> <li>– Incorporates a variety of activities designed to foster higher level thinking and problem solving.</li> <li>– All students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Selects effective strategies, materials and classroom groupings to foster student learning.</li> <li>– Utilizes available technology and has students think about, discuss and use the ideas and skills being taught.</li> <li>– Incorporates activities designed to foster higher level thinking and problem solving.</li> <li>– Students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a limited inventory of classroom strategies, materials and groupings with mixed success.</li> <li>– Understands the importance of technology but does not incorporate it into lessons effectively.</li> <li>– Lessons do not actively involve all students in learning activities or incorporate higher level thinking.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses only one or two teaching strategies or types of materials and fails to reach most students.</li> <li>– Rarely incorporates technology into lessons.</li> <li>– Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.</li> </ul>
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## ASSOCIATE TEACHER (Continued)

<b>Monitoring and Feedback</b>	<ul style="list-style-type: none"> <li>– Utilizes multiple formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Feedback is consistently provided in a timely manner and is of high quality.</li> <li>– Creates opportunities for learners to monitor and analyze their own progress.</li> <li>– Makes ongoing adjustments in teaching strategies based upon individual student learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes standardized formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Provides learners timely and consistent feedback.</li> <li>– Monitors classroom performance and adjusts teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to consistently use formative and summative instruments to assess student understanding and mastery of content.</li> <li>– Understands the importance of feedback but fails to consistently provide high quality content in a timely manner.</li> <li>– Does not always adjust instruction based upon results.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student learning. Provides poor quality or late feedback.</li> <li>– There is no evidence that instructional strategies are adjusted or modified based upon feedback.</li> </ul>
<b>Individual Student Needs</b>	<ul style="list-style-type: none"> <li>– Skillfully meets the learning needs and accommodates the learning styles of individual students by differentiating and scaffolding.</li> <li>– Displays knowledge of the learning needs and accommodations for all students, including those with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Differentiates and scaffolds instruction to accommodate most students' learning needs.</li> <li>– Makes appropriate accommodations for ELL and IEP students so that they can be engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Attempts to accommodate students with special needs, but meets with mixed success.</li> <li>– May miss opportunities to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to provide differentiated instruction for students with special needs.</li> <li>– Displays little knowledge of student needs.</li> </ul>

**ASSOCIATE TEACHER (Continued)**

<b>Intervention</b>	<ul style="list-style-type: none"> <li>– Is well educated on the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Constantly monitors students’ behavior and physical condition and acts promptly when signs are observed or conditions reported to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>– Is educated on the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Acts promptly when signs are observed or conditions reported to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>– Is aware of some of the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Fails to pick up on signs of distress or abuse or does not consistently report this in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Is unaware of the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Fails to pick up on signs of distress or abuse and does not report these as required.</li> </ul>
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**ASSOCIATE TEACHER (Continued)**

<b>TECHNOLOGY</b>				
29. Use appropriate technology in instructional delivery. 30. Use technology to establish an atmosphere of active learning. 31. Provide students with opportunities to use technology to gather and share information with others. 32. Facilitate student access to the use of electronic resources. 33. Explore and evaluate new technologies and their educational impact. 34. Use technology to review student assessment data. 35. Use technology for administrative tasks.				
<b>Performance Requirement</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>- Seeks out and envisions novel ways for using technology to deliver content.</li> <li>-Uses technology to earn students interest and desire to continue with the learning task.</li> <li>-Uses technology to design lessons that are rigorous and relevant.</li> <li>-Uses technology to maximize learning.</li> <li>-Technology use is seamless in lesson design, delivery and student use.</li> </ul>	<ul style="list-style-type: none"> <li>-Uses technology to deliver content in a variety of ways.</li> <li>- Realizes that technology use will increase student interest.</li> <li>-Uses technology to increase the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Is beginning to explore the occasional use of technology to engage students in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>-Uses technology for mundane tasks like copying sentences or filling in the blank type answers from an overhead projector or projection device.</li> </ul>

## ASSOCIATE TEACHER (Continued)

<b>Engagement</b>	<ul style="list-style-type: none"> <li>-Seeks out ways for students to use their own technologies (smart phones, iPads/tablets and others) in the learning process.</li> <li>-Collaborates with others to create ways for students to become authentically engaged in the learning process through the use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>-Collaborates with other teachers to plan lessons that are interesting and challenging by using technology to solve real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>-Realizes that students like to use technology and is beginning to explore ways to integrate technology into the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>-Is beginning to explore available technology.</li> <li>-Has not figured out how to use technology in the instructional process and continue to maintain discipline in the classroom.</li> </ul>
<b>Professional Growth</b>	<ul style="list-style-type: none"> <li>-Is on the cutting edge of technology exploration and implementation.</li> <li>-Regularly seeks out new technologies and shares information with administrators and colleagues.</li> <li>-Searches for ways to collaborate with others (business, other educational institutions, schools) and shares information with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>-Reads articles and attends trainings where new technologies and new uses for technology are explored.</li> <li>-Often tries new ideas in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>-Understands the need to learn more about technology and its use in the school setting and will cooperate when asked.</li> </ul>	<ul style="list-style-type: none"> <li>-Is overwhelmed at the fast pace with which technology is changing.</li> <li>-Finds it difficult to relate to today's technology savvy students.</li> </ul>

# ASSOCIATE TEACHER (Continued)

<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>-Uses technology to gather, analyze and make sense of data.</li> <li>-Meets with colleagues to address concerns, look for trends and to celebrate successes.</li> <li>- Utilizes data when making instructional decisions that address individual student needs.</li> <li>-Utilizes data to make instructional decisions and inform parents regarding student progress.</li> </ul>	<ul style="list-style-type: none"> <li>-Uses technology to record, analyze and review student assessment data.</li> <li>-Shares data analysis with students, their parents and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>-Records and reviews data, and uses data for planning purposes.</li> <li>-Looks at whole class data and seldom applies data to the individual student.</li> </ul>	<ul style="list-style-type: none"> <li>-Records data as required.</li> </ul>
<b>Record Keeping and Communication</b>	<ul style="list-style-type: none"> <li>-Efficiently and effectively uses technology for communication within the school, between schools and beyond.</li> <li>-Uses technology to create avenues for parental involvement in the learning process.</li> <li>-Maintains accurate and timely records, assisting others with proven record keeping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>-Communicates in a timely and effective manner with colleagues.</li> <li>-Collaborates with others to solve problems.</li> <li>-Fulfills all administrative record keeping requirements in a timely and accurate manner.</li> </ul>	<ul style="list-style-type: none"> <li>-Is beginning to use technology as a tool for some administrative tasks.</li> <li>-Sometimes uses the computer for communication.</li> <li>-Occasionally fails to complete reports on time or accurately.</li> </ul>	<ul style="list-style-type: none"> <li>-Finds the use of technology a burden.</li> <li>-Is troubled by the significant amount of time involved to learn a new computer program or system.</li> <li>-Frequently fails to complete reports on time or accurately.</li> </ul>

**ASSOCIATE TEACHER (Continued)**

**COLLABORATION**

36. Communicate effectively, both orally and in writing, with other professionals, students, parents and community.  
 37. Provide accurate and timely information to parents and students about academic and behavioral performance of students.  
 38. Collaborate with other professionals and parents after recognizing student distress or abuse.  
 39. Collaborate with peers and other professionals to enhance student learning.  
 40. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Students and Families</b>	<ul style="list-style-type: none"> <li>– Initiates and maintains a positive collaborative relationship with parents and families including difficult to reach parents.</li> <li>– Provides leadership in working collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the instructional program and their student's progress. Students participate in preparing materials for their families.</li> <li>– Deals immediately and successfully with parent concerns and makes parents feel welcome.</li> <li>– Written and oral communications are exemplary.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and consistent manner with parents for the benefit of students.</li> <li>– Works collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the instructional program and their student's progress.</li> <li>– Returns parent phone calls and emails promptly and makes parents feel welcome in the school.</li> <li>– Written and oral communication is always informative and expressed in standard English.</li> </ul>	<ul style="list-style-type: none"> <li>– Communications to parents are sporadic and inconsistent.</li> <li>– Works collaboratively with parents only when directed to do so.</li> <li>– Provides parents the minimum information concerning the instructional program and their student's progress.</li> <li>– Is slow to respond to parent concerns and does not try to make them feel welcome at school.</li> <li>– Written and oral communications contain occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to communicate with parents concerning the instructional program or their students' progress.</li> <li>– Fails to return parent phone calls or work collaboratively with parents.</li> <li>– Makes parents feel unwelcome at school.</li> <li>– Written and oral communications frequently contain errors.</li> </ul>

**ASSOCIATE TEACHER (Continued)**

<b>Other Professionals</b>	<ul style="list-style-type: none"> <li>– Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>– Continually provides leadership in the development of and/or implementation of standards.</li> <li>– Initiates the sharing of ideas and resources with team members.</li> </ul>	<ul style="list-style-type: none"> <li>– Participates in team planning to implement state/district standards.</li> <li>– Participates in the sharing of ideas and resources with team members.</li> </ul>	<ul style="list-style-type: none"> <li>– Is occasionally absent from team meetings and planning sessions.</li> <li>– Rarely shares ideas or resources with team members.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely participates in team meetings or planning sessions.</li> <li>– Provides almost no ideas or resources for team members.</li> </ul>

ASSOCIATE TEACHER (Continued)

PROFESSIONAL LEARNING				
41. Engage in a continuing improvement of professional skills and knowledge. 42. Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements. 43. Participate in school data collection of teacher input on principal's performance assessment program.				
Performance Responsibilities	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Collaboration</b>	-Meets with colleagues at least weekly to review student work, design lessons or share curriculum information. - Regularly meets, and often leads colleagues in the review of data for planning purposes. -Often leads and shares pertinent information at Professional Learning Community meetings. -Opens classroom doors and models effective techniques and strategies for colleagues.	-Meets with colleagues weekly to review data and plan. -Regularly meets with colleagues to discuss lesson design and student work. -Actively participates at Professional Learning Community meetings.	-Attends collaborative meetings as required. -Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.	-Attends collaborative meetings but rarely contributes. -Sees little value in collaboration.

# ASSOCIATE TEACHER (Continued)

<b>Leadership Contributions</b>	<ul style="list-style-type: none"> <li>-Continually seeks out ways to become a more effective teacher.</li> <li>-Creates opportunities to provide professional development for colleagues.</li> <li>-Represents the faculty at meetings and training sessions.</li> <li>-Assumes responsibility for disseminating information to the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>-Works with colleagues to plan and present workshops.</li> <li>-Serves on committees and shares information with others.</li> </ul>	<ul style="list-style-type: none"> <li>-Attends professional development activities but does not serve in a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>-Attends meetings, professional development as required but seldom relates new information to professional growth.</li> </ul>
<b>Self Assessment</b>	<ul style="list-style-type: none"> <li>-Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes.</li> <li>-Routinely monitors strategies to assure that progress is being made toward goal attainment.</li> <li>-Gathers data and talks with colleagues about findings.</li> </ul>	<ul style="list-style-type: none"> <li>-Conducts a self assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan.</li> <li>-Aligns learning opportunities to focus on selected goals.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognizes the need to continuously improve and conducts a self assessment.</li> <li>-Writes personal goals that focus on improving teaching.</li> <li>-Looks for evidence of goal attainment at the end of the semester/year.</li> </ul>	<ul style="list-style-type: none"> <li>-Fails to conduct a self assessment or to write goals as required.</li> </ul>

**ASSOCIATE TEACHER (Continued)**

**PROFESSIONAL RESPONSIBILITIES**

44. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
45. Demonstrate attention to punctuality and regular attendance.
46. Prepare all required reports in an accurate and timely manner and maintain all appropriate records.
47. Maintain confidentiality of student and other professional information.
48. Comply with policies, procedures and programs.
49. Exercise appropriate professional judgment.
50. Support school improvement initiatives.
51. Perform other tasks consistent with the goals and objectives of this position.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Reliability</b>	<ul style="list-style-type: none"> <li>– Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments.</li> </ul>	<ul style="list-style-type: none"> <li>– Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.</li> </ul>	<ul style="list-style-type: none"> <li>– Occasionally is late or fails to complete assigned tasks. Makes errors in records.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.</li> </ul>
<b>Judgment/ Professionalism</b>	<ul style="list-style-type: none"> <li>– Is always ethical and honest and uses impeccable judgment.</li> <li>– Always observes appropriate boundaries and respects confidentiality.</li> <li>– Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Is ethical and honest and uses good judgment.</li> <li>– Maintains appropriate boundaries and student confidentiality.</li> <li>– Actively participates in team or departmental decision-making and observes professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Sometimes uses questionable judgment and is less than completely honest and direct.</li> <li>– Sometimes violates boundaries and occasionally discloses student information.</li> <li>– Participates in team or departmental decision-making but decisions are not always based on professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest.</li> <li>– Violates appropriate boundaries and discloses student information.</li> <li>– Makes decisions based solely on self interests.</li> </ul>

# **ASSOCIATE TEACHER (Continued)**

<b>Contributions</b>	<ul style="list-style-type: none"><li>– Serves as a leader in at least one aspect of the school and is an important member of teacher teams and committees.</li><li>– Is a leader for one or more school activities.</li><li>– Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school.</li></ul>	<ul style="list-style-type: none"><li>– Is a positive team member and volunteers to serve on committees and attend school activities.</li><li>– Contributes ideas and expertise to accomplish the overall mission of the school.</li></ul>	<ul style="list-style-type: none"><li>– Rarely serves on committees or attends school activities.</li><li>– Rarely contributes ideas to improve the school or support its mission.</li></ul>	<ul style="list-style-type: none"><li>– Declines invitations to serve on committees or attend school activities.</li><li>– Never contributes ideas to improve the school or support its mission.</li><li>– Actions are inconsistent with the school’s school improvement plan or the school’s mission.</li></ul>
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**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**GUIDANCE COUNSELOR**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS FORM**

Name \_\_\_\_\_ Position \_\_\_\_\_ Employee # \_\_\_\_\_

Subject/Course \_\_\_\_\_ School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

Comments of the Evaluator \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Comments of the Evaluatee \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Information from parents was collected and analyzed in the preparation of this report. ☐ Yes ☐ No

This evaluation has been discussed with me. ☐ Yes ☐ No

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

**Signature does not necessarily indicate agreement with this evaluation.**

**GUIDANCE COUNSELOR (Continued)**

<b>PLANNING/PREPARATION</b>	<b>Performance Values (Check One)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
1. Develop guidance programs based on developmental needs of students, needs assessments, and school and district priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Establish short- and long-range plans based on student needs, as well as school, District, and state priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Prioritize and establish an implementation schedule for counseling and student service programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Review, evaluate, and select a variety of materials to support a well-balanced counseling program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>2.00</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>4.00</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>5.00</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-7</b>	<b>Needs Improvement/Developing 8-11</b>	<b>Effective 12-16</b>	<b>Highly Effective 17-20</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**GUIDANCE COUNSELOR (Continued)**

<b>CLASSROOM MANAGEMENT</b>	<b>Performance Values (Check One)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
5. Establish a positive and supportive environment for an effective counseling program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Arrange the physical environment to facilitate counseling and consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Display materials and information usefully and attractively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Follow established procedures for appropriate intervention in accordance with school, District, and state laws, rules, and policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Ensure security of student records and testing materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Manage time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Use technology resources effectively to access and manage records and data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Contribute to the effective operation of the school including participation in school-wide events, committees, and supervisory responsibilities to assure students safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>1.00</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>2.00</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>2.50</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-7</b>	<b>Needs Improvement/Developing 8-11</b>	<b>Effective 12-16</b>	<b>Highly Effective 17-20</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

GUIDANCE COUNSELOR (Continued)

ASSESSMENT/EVALUATION	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
13. Demonstrate knowledge of theories, techniques, and instruments used for assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Administer tests and interpret and communicate results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Assist administrators, teachers, students, and parents in understanding various test data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Explain nature and purpose of assessment in an understandable manner, including its uses and limitations, and provide feedback to appropriate individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Exercise confidentiality in the sharing of test results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Use relevant assessment data to make recommendations to students, parents, teachers, and other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Evaluate counseling program objectives, including using feedback from students, parents, and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.00	=	
Effective		X	2.00	=	
Highly Effective		X	2.58	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-6	Needs Improvement/Developing 7-10	Effective 11-14	Highly Effective 15-18
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**GUIDANCE COUNSELOR (Continued)**

<b>STUDENT INSTRUCTIONAL ENGAGEMENT</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
20. Demonstrate respect for diverse perspectives, ideas, and options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Accept and value students from diverse cultures and treat all students equitably.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Assist students in setting goals and assuming responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23. Implement, coordinate, and monitor school wide counseling services and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Demonstrate knowledge and understanding of guidance and counseling principles, programs, and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Provide personal/social growth counseling (individual and group) concerning academic success, understanding of self and others, communication skills, decision making, relationship skills, conflict resolution, goal setting, and effective coping skills necessary to refuse participation in substance abuse and physical violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Recognize, appreciate, and serve the cultural differences and special needs of individuals and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Assist students in dealing with family, interpersonal, and educational issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Provide crisis intervention services, including follow-up services as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Develop transitional services by orienting new students and their parents and assisting students moving from grade to grade or school to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Provide interventions for at-risk students and those with special learning and behavioral needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Provide students with programs for career awareness and development of work/study skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

GUIDANCE COUNSELOR (Continued)

STUDENT INSTRUCTIONAL ENGAGEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
33. Develop with each student (at the secondary level) a comprehensive educational/career plan which targets high school completion, exploration and requirements of post-secondary opportunities, criteria for scholarships, and financial aid information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.86	=	
Effective		X	1.72	=	
Highly Effective		X	2.15	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-11	Needs Improvement/Developing 12-18	Effective 19-24	Highly Effective 25-30
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**GUIDANCE COUNSELOR (Continued)**

<b>TECHNOLOGY</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
34. Use technology resources effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35. Use technology to establish an atmosphere of active learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36. Provide students with opportunities to use technology to gather and share information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37. Facilitate student access to the use of electronic resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. Explore and evaluate new technologies and their educational impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Use technology to review student assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. Use technology for administrative tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>1.15</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>2.29</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>2.86</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-7</b>	<b>Needs Improvement/Developing 8-11</b>	<b>Effective 12-16</b>	<b>Highly Effective 17-20</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**GUIDANCE COUNSELOR (Continued)**

<b>COLLABORATION</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
41. Participate in multidisciplinary conferences concerning individual cases of special need, including academic, social, cultural, emotional, and economic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. Inform teachers and parents of special services available for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. Establish an effective working relationship with outside services and make appropriate referrals for psychological, social work, health, or community services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
44. Communicate goals and services of the counseling programs to school administration, staff, students, and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
45. Consult with students, parents, teachers and other school staff to assist in meeting needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
46. Work effectively with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
47. Provide parents and teachers with suggested strategies to work effectively with their student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
48. Serve as an advocate for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
49. Work with faculty, staff, and family regarding student attitude, attendance, progress, and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
50. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**GUIDANCE COUNSELOR (Continued)**

\_\_\_\_\_ (Continued)

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.60	=	
Effective		X	1.20	=	
Highly Effective		X	1.40	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**GUIDANCE COUNSELOR (Continued)**

<b>PROFESSIONAL LEARNING</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
51. Provide information and/or inservice to teachers, administrators, and other schoolstaff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
52. Keep abreast of current trends in counseling and guidance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
53. Engage in continuing improvement of professional knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
54. Conduct a personal assessment periodically to determine professional development needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
55. Participate in school data collection of input on principal's performance assessment program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		X	0	=	
<b>Needs Improvement/Developing</b>		X	1.20	=	
<b>Effective</b>		X	2.40	=	
<b>Highly Effective</b>		X	2.80	=	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-5</b>	<b>Needs Improvement/Developing 6-9</b>	<b>Effective 10-12</b>	<b>Highly Effective 13-14</b>
<b>Summative Scale Value</b>				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

GUIDANCE COUNSELOR (Continued)

PROFESSIONAL RESPONSIBILITIES	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
56. Maintain professional and ethical standards as outlined by the American School Counselor Association and the <i>Code of Ethics</i> and the <i>Principles of Professional Conduct of the Education Profession in Florida</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
57. Keep abreast of student/school legal issues and follow established procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
58. Perform assigned duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
59. Demonstrate attention to punctuality, attendance, records, and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
60. Comply with policies, procedures, and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
61. Exercise appropriate professional judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
62. Support school improvement initiatives by active participation in school activities, services, and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
63. Perform other incidental tasks consistent with the goals and objectives of this position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.75	=	
Effective		X	1.50	=	
Highly Effective		X	1.75	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**GUIDANCE COUNSELOR (Continued)**

STUDENT GROWTH AND ACHIEVEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
64. Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and /or student program classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category Raw Score	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**GUIDANCE COUNSELOR**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS RUBRIC**

**PLANNING/PREPARATION**

1. Develop guidance programs based on developmental needs of students, needs assessments, and school and district priorities.
2. Establish short- and long-range plans based on student needs, as well as school, District, and state priorities.
3. Prioritize and establish an implementation schedule for counseling and student service programs.
4. Review, evaluate, and select a variety of materials to support a well-balanced counseling program.

Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>-Confident and competent in assigned content area/s and continues to seek out ways to expand knowledge level.</li> <li>-Selects goals and objectives based on content standards and needs of students.</li> <li>-Sequences strategies and activities to create guidance services that are rigorous and relevant.</li> <li>-Clearly articulates how learning outcomes are aligned with goals, objectives and content standards.</li> </ul>	<ul style="list-style-type: none"> <li>-Highly qualified in assigned content area.</li> <li>-Goals and objectives are aligned with the district and state curriculum standards.</li> <li>-Seeks ways to utilize strategies and activities that will engage students with the guidance services.</li> <li>-Learning outcomes are clearly and specifically articulated so students understand the plan and the reason for the activities.</li> </ul>	<ul style="list-style-type: none"> <li>-Is taking course work to become certified in content area.</li> <li>-Works with other members of the team to plan guidance services that align with district and state content standards.</li> <li>-Learning outcomes are sometimes displayed so students can make the connection.</li> </ul>	<ul style="list-style-type: none"> <li>-Has little knowledge of subject area.</li> <li>-Relies on textbook organization to plan and prepare for the guidance services.</li> </ul>

## GUIDANCE COUNSELOR (Continued)

<b>Organization</b>	<ul style="list-style-type: none"> <li>-Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year.</li> <li>-Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>-Utilizes district and state content standards to develop long range plans.</li> <li>-Revisits long range plans as the year progresses.</li> </ul>	<ul style="list-style-type: none"> <li>-Has some understanding of the district and state content standards and sometimes addresses them in counseling services.</li> </ul>	<ul style="list-style-type: none"> <li>-Has looked at the district and state content standards but they are not a part of the long range or daily planning process.</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>-Has a deep understanding of how students learn and plans instructional and intervention activities so all students are actively involved in the learning process.</li> <li>-Researches literature to stay abreast of the latest innovative strategies and materials and seeks ways to embed them when planning for student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>-Understands how students learn and plans for the use of a variety of instructional and intervention strategies.</li> <li>-Does some research regarding increased student involvement and writes plans incorporating new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>-Understands that students should be involved in the guidance process and is beginning to plan accordingly some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not understand how students learn and pays little attention to active involvement by all students during the guidance process.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>-Utilizes diagnostic and summative assessments and a variety of assessment strategies to gather data to assist with decision making during planning.</li> <li>-Utilizes data from on-going assessments to revisit and revise plans to better serve student needs.</li> <li>-Allows students to assess themselves and to provide input into the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>-Diagnostic and summative assessments, and a variety of assessment strategies are used to gather data for consideration during planning.</li> <li>-A review of assessment data usually informs the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>-Has some knowledge of ongoing assessments to inform teaching and learning, but relies on standardized tests most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>-Learning outcomes are seldom assessed except for standardized tests.</li> <li>-Plans are written and followed with little attention to student needs or outcomes during the process.</li> </ul>

## GUIDANCE COUNSELOR (Continued)

<b>Quality</b>	<ul style="list-style-type: none"> <li>-Plans guidance services that address all state and district curriculum standards and assists other colleagues with planning and design.</li> <li>-Develops plans that are rigorous and demanding in content and involvement.</li> <li>-Makes connections to prior lessons, student interests or real world situations so that students have a context for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>-Plans guidance services that address state standards.</li> <li>-Finds ways for students to see coherence in what they are studying.</li> <li>-Plans guidance services that require the use of higher level thinking skills.</li> <li>-Helps students make connections to prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>-Has read the state standards but relies on other sources, like textbooks or previous plans for developing guidance services.</li> <li>-Sometimes plans include the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Guidance services are incongruent with the state standards.</li> <li>-Plans deal with interaction of lower levels of knowledge.</li> </ul>
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## GUIDANCE COUNSELOR (Continued)

CLASSROOM MANAGEMENT				
5. Establish a positive and supportive environment for an effective counseling program. 6. Arrange the physical environment to facilitate counseling and consultation. 7. Display materials and information usefully and attractively. 8. Follow established procedures for appropriate intervention in accordance with school, District, and state laws, rules, and policies. 9. Ensure security of student records and testing materials. 10. Manage time effectively. 11. Use technology resources effectively to access and manage records and data. 12. Contribute to the effective operation of the school including participation in school-wide events, committees, and supervisory responsibilities to assure student safety.				
Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Learning Environment</b>	– Establishes a climate that empowers students to collaborate and maintain a positive, respectful and non-threatening environment.	– Maintains a positive, respectful and non-threatening environment.	– Recognizes factors necessary for a positive environment but has not implemented them.	– Interactions are often disrespectful, uncaring and negative.
<b>Techniques</b>	– Maintains student focus through a variety of motivational techniques. – Students are actively engaged in the guidance process and take responsibility for their actions.	– Maintains student focus through motivational techniques. – Students are actively engaged in the guidance process.	– Does not consistently maintain student focus. – Not all students are engaged in the guidance process.	– Lacks student focus. – Students are frequently off-task and not engaged in the guidance process.

## GUIDANCE COUNSELOR (Continued)

<b>Efficiency/Time Management</b>	<ul style="list-style-type: none"> <li>– Maximizes counseling time and minimizes interruptions by inculcating routines that are followed effortlessly by all students.</li> <li>– Transitions are smooth with students assuming responsibility; no counseling time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes and posts routines but students require prompting to follow them.</li> <li>– Transitions are smooth; little counseling time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes routines but they are not followed by all students or maintained, occasionally resulting in the loss of counseling time.</li> <li>– Smooth transitions do not always occur, resulting in a loss of counseling time.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established routines and counseling time is frequently lost for routine tasks and interruptions.</li> <li>– Transitions result in lost counseling time and behavior problems.</li> </ul>
<b>Behavior Management</b>	<ul style="list-style-type: none"> <li>– Anticipates student behavior and prevents problems.</li> <li>– A wide variety of appropriate and effective behavior management techniques have been established and utilized.</li> <li>– School rules, administrative regulations and Board policies are followed and enforced on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently monitors student behavior.</li> <li>– Appropriate and effective behavior management techniques have been established and utilized.</li> <li>– Administrative regulations and Board policies are followed and enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student behavior.</li> <li>– Behavior management techniques are not consistently applied, resulting in behavior problems.</li> <li>– Administrative regulations and Board policies are not consistently followed or enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely monitors student behavior.</li> <li>– Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students.</li> <li>– School and district rules and policies are not followed.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Clearly communicates and discusses high expectations for student behavior for all students.</li> <li>– Students collaborate in the development of the standards and model expectations.</li> </ul>	<ul style="list-style-type: none"> <li>– Clearly communicates high expectations for student behavior to all students.</li> </ul>	<ul style="list-style-type: none"> <li>– Develops student standards of conduct and most students appear to understand them, although not all students adhere to them.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established or communicated standards of conduct for students.</li> </ul>

### **GUIDANCE COUNSELOR (Continued)**

<b>Supervision</b>	– Volunteers and/or assistants are productively and independently engaged, making a significant contribution to the counseling environment.	– Volunteers and/or assistants are productively engage, but require instructions and supervision from the counselor.	– Volunteers and/or assistants are engaged during portions of the time, but require frequent instructions and redirection from the counselor.	– Volunteers and/or assistants have no clearly defined duties or are not actively engaged in the counseling process.
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## GUIDANCE COUNSELOR (Continued)

ASSESSMENT/EVALUATION				
13. Demonstrate knowledge of theories, techniques, and instruments used for assessment. 14. Administer tests and interpret and communicate results. 15. Assist administrators, teachers, students, and parents in understanding various test data. 16. Explain nature and purpose of assessment in an understandable manner, including its uses and limitations, and provide feedback to appropriate individuals. 17. Exercise confidentiality in the sharing of test results. 18. Use relevant assessment data to make recommendations to students, parents, teachers, and other professionals. 19. Evaluate counseling program objectives, including using feedback from students, parents, and staff.				
Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>Protocol</b>	-Understands the value of standardized testing, strict directions and test security. -Students realize the importance of testing.	-Follows all directions for standardized testing and test security. -Talks with students about testing and the significance to the learning process.	-Requires close supervision and follow up to ensure that standardized testing is carried out accurately.	-Does not value standardized testing and is compliant at best.
<b>Diagnosis</b>	-Uses diagnostic measures prior to beginning counseling and adjusts guidance services and strategies accordingly. -Uses data from diagnostic measures to plan for ways to meet individual needs. -Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly.	-Uses diagnostic measures prior to counseling and adjusts guidance services and instruction to meet student needs. -Uses data from ongoing diagnostic measures to more clearly align guidance services for the needs of groups of students.	-Is beginning to see the value in upfront diagnostic tools and occasionally will check with colleagues prior to planning guidance services. -Sometimes utilizes ongoing diagnostic strategies to inform guidance services during the course of counseling.	-Begins guidance services with the assumption that students should know the prior content. -Does not check for understanding or for diagnostic information during the course of counseling.

## GUIDANCE COUNSELOR (Continued)

<b>Analysis</b>	-Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding guidance services, counseling planning, and program evaluation.	-Reviews available data to evaluate guidance services, counseling planning, and program evaluation.	-Has collaborated with others regarding their guidance services, counseling planning and teaching strategies, but has done little to initiate own instructional or program evaluation.	-Does not analyze own counseling planning, teaching strategies or program evaluation.
<b>Understanding</b>	-Uses a variety of methods to check for understanding throughout the counseling service, and corrects, provides praise or reteaches as appropriate.	-Frequently checks for understanding and reteaches as appropriate.	-Asks students if they understand during the counseling service, but often does not follow up with individual feedback.	-Seldom checks for individual student understanding.
<b>Communication</b>	-Executes a plan to clearly articulate academic and intervention services progress to individual students, their parents and appropriate colleagues. -Communicates with stakeholders on a regular and timely basis and in a variety of formats.	-Articulates academic and intervention services progress to individual students, their parents, and appropriate colleagues.	-Provides academic and intervention services data to students and asks them to take it home to their parents. -Meets with colleagues as required by administration.	- It is the students' responsibility to review academic and intervention services and them and tell their parents about their progress.
<b>Responsibility</b>	-Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students. -Students have bought into goal setting and have developed strategies and a monitoring system for holding themselves accountable for continuous improvement.	-Models the goal setting process by sharing professional goals, strategies and monitoring system with students. -Asks students to write individual goals and monitors their plans so they are knowledgeable about their progress.	-Encourages students to do their best and check their work prior to grading.	-Permits students to move along in the instructional process regardless.

**GUIDANCE COUNSELOR (Continued)**

<b>Expectations</b>	-Communicates, posts, explains lesson expectations clearly so students know what is expected. -Checks for understanding of expectations regularly.	-Posts lesson expectations so students will know what is expected.	-Tells students what is expected and occasionally posts an example from a previous class.	-Expects students to read the text and follow the directions without expectations clarified or posted.
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## GUIDANCE COUNSELOR (Continued)

### STUDENT INSTRUCTIONAL ENGAGEMENT

20. Demonstrate respect for diverse perspectives, ideas, and options.
21. Accept and value students from diverse cultures and treat all students equitably.
22. Assist students in setting goals and assuming responsibility.
23. Implement, coordinate, and monitor school wide counseling services and activities.
24. Demonstrate knowledge and understanding of guidance and counseling principles, programs, and services.
25. Provide personal/social growth counseling (individual and group) concerning academic success, understanding of self and others, communication skills, decision making, relationship skills, conflict resolution, goal setting, and effective coping skills necessary to refuse participation in substance abuse and physical violence.
26. Recognize, appreciate, and serve the cultural differences and special needs of individuals and families.
27. Assist students in dealing with family, interpersonal, and educational issues.
28. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.
29. Provide crisis intervention services, including follow-up services as appropriate.
30. Develop transitional services by orienting new students and their parents and assisting students moving from grade to grade or school to school.
31. Provide interventions for at-risk students and those with special learning and behavioral needs.
32. Provide students with programs for career awareness and development of work/study skills.
33. Develop with each student (at the secondary level) a comprehensive educational/career plan which targets high school completion, exploration and requirements of post-secondary opportunities, criteria for scholarships, and financial aid information.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Goal Focus</b>	– Clearly demonstrates to students what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.	– Gives students a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.	– Relates the main counseling objectives of each lesson to students. Outcomes are not always correlated with state and district standards.	– Begins counseling without sharing students goals, objectives or outcomes. Students are confused as to the purpose of the lesson.

## GUIDANCE COUNSELOR (Continued)

<b>Knowledge of Content</b>	<ul style="list-style-type: none"> <li>– Displays extensive content knowledge with evidence of the most current information in the content area.</li> <li>– Fully explains concepts and connects content to other areas, student experiences and interests or to current events.</li> <li>– Sparks student excitement and interest in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates content knowledge and delivers content that is factually correct.</li> <li>– Content is clear and well-organized and key points or main ideas are emphasized.</li> <li>– Connects the content to other parts of the discipline or other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Has gaps in content knowledge.</li> <li>– Content is factually correct but explanations lack clarity and content is not well organized.</li> <li>– Does not emphasize key points or make connections to other parts of the discipline or with other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Makes content errors; explanations are unclear and fails to build student understanding of key concepts.</li> <li>– Does not make connections to other areas or disciplines.</li> <li>– Students are confused but instruction continues as planned.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting counseling services to meet individual needs.</li> <li>– Students participate in forming their own academic goals and analyzing their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting counseling services to meet classroom needs.</li> <li>– Students value academic success as evidenced by the quality of their work.</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts counseling services to meet individual student needs.</li> <li>– Students may occasionally spend time off-task or give up when work is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not establish or communicate high expectations for learning and achievement.</li> <li>– There is no evidence of adjusting and adapting counseling services to meet individual needs.</li> <li>– Students may demonstrate a lack of interest in their work and be afraid to take on new challenges or risk failure.</li> </ul>

## GUIDANCE COUNSELOR (Continued)

<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>– Selects highly effective strategies, materials and groupings to involve and motivate all students.</li> <li>– Consistently utilizes current research and new and innovative guidance materials.</li> <li>– Seeks out and integrates technology to maximize student learning.</li> <li>– Incorporates a variety of activities designed to foster higher level thinking and problem solving.</li> <li>– All students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Selects effective strategies, materials and groupings to foster student learning.</li> <li>– Utilizes available technology and has students think about, discuss and use the ideas and skills being taught.</li> <li>– Incorporates activities designed to foster higher level thinking and problem solving.</li> <li>– Students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a limited inventory of classroom strategies, materials and groupings with mixed success.</li> <li>– Understands the importance of technology but does not incorporate it into guidance services effectively.</li> <li>– Lessons do not actively involve all students in learning activities or incorporate higher level thinking.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses only one or two teaching strategies or types of materials and fails to reach most students.</li> <li>– Rarely incorporates technology into guidance services.</li> <li>– Most guidance services consist of lectures to passive students, reading the textbook or completing worksheets.</li> </ul>
<b>Monitoring and Feedback</b>	<ul style="list-style-type: none"> <li>– Utilizes multiple formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Feedback is consistently provided in a timely manner and is of high quality.</li> <li>– Creates opportunities for student to monitor and analyze their own progress.</li> <li>– Makes ongoing adjustments in counseling strategies based upon individual student need.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes standardized formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Provides students timely and consistent feedback.</li> <li>– Monitors student performance and adjusts counseling strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to consistently use formative and summative instruments to assess student understanding and mastery of content.</li> <li>– Understands the importance of feedback but fails to consistently provide high quality content in a timely manner.</li> <li>– Does not always adjust counseling services based upon results.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student learning. Provides poor quality or late feedback.</li> <li>– There is no evidence that counseling strategies are adjusted or modified based upon feedback.</li> </ul>

## GUIDANCE COUNSELOR (Continued)

<b>Individual Student Needs</b>	<ul style="list-style-type: none"> <li>– Skillfully meets the counseling needs and accommodates the learning styles of individual students by differentiating and scaffolding.</li> <li>– Displays knowledge of the counseling needs and accommodations for all students, including those with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Differentiates and scaffolds counseling to accommodate most students' learning needs.</li> <li>– Makes appropriate accommodations for ELL and IEP students so that they can be engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Attempts to accommodate students with special needs, but meets with mixed success.</li> <li>– May miss opportunities to differentiate counseling services.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to provide differentiated counseling services for students with special needs.</li> <li>– Displays little knowledge of student needs.</li> </ul>
<b>Intervention</b>	<ul style="list-style-type: none"> <li>– Is well educated on the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Constantly monitors students' behavior and physical condition and acts promptly when signs are observed or conditions reported to the counselor.</li> </ul>	<ul style="list-style-type: none"> <li>– Is educated on the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Acts promptly when signs are observed or conditions reported to the counselor.</li> </ul>	<ul style="list-style-type: none"> <li>– Is aware of some of the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Fails to pick up on signs of distress or abuse or does not consistently report this in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Is unaware of the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Fails to pick up on signs of distress or abuse and does not report these as required.</li> </ul>

**GUIDANCE COUNSELOR (Continued)**

<b>TECHNOLOGY</b>				
34. Use technology resources effectively. 35. Use technology to establish an atmosphere of active learning. 36. Provide students with opportunities to use technology to gather and share information. 37. Facilitate student access to the use of electronic resources. 38. Explore and evaluate new technologies and their educational impact. 39. Use technology to review student assessment data. 40. Use technology for administrative tasks.				
<b>Performance Requirement</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>- Seeks out and envisions novel ways for using technology to deliver content.</li> <li>- Uses technology to earn students interest and desire to continue with the learning task.</li> <li>- Uses technology to design guidance services that are rigorous and relevant.</li> <li>- Uses technology to maximize learning.</li> <li>- Technology use is seamless in guidance services design, delivery and student use.</li> </ul>	<ul style="list-style-type: none"> <li>-Uses technology to deliver content in a variety of ways.</li> <li>- Realizes that technology use will increase student interest.</li> <li>-Uses technology to increase the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Is beginning to explore the occasional use of technology to engage students in the guidance process.</li> </ul>	<ul style="list-style-type: none"> <li>-Uses technology for mundane tasks like copying sentences or filling in the blank type answers.</li> </ul>

## GUIDANCE COUNSELOR (Continued)

<b>Engagement</b>	<ul style="list-style-type: none"> <li>- Seeks out ways for students to use their own technologies (smart phones, iPads/tablets and others) in the guidance and learning process.</li> <li>- Collaborates with others to create ways for students to become authentically engaged in the guidance and learning process through the use of technology.</li> </ul>	-Collaborates with other teachers to plan guidance services that are interesting and challenging by using technology to solve real world problems.	-Realizes that students like to use technology and is beginning to explore ways to integrate technology into the guidance and learning process.	<ul style="list-style-type: none"> <li>-Is beginning to explore available technology.</li> <li>-Has not figured out how to use technology in the guidance process.</li> </ul>
<b>Professional Growth</b>	<ul style="list-style-type: none"> <li>-Is on the cutting edge of technology exploration and implementation.</li> <li>-Regularly seeks out new technologies and shares information with administrators and colleagues.</li> <li>-Searches for ways to collaborate with others (business, other educational institutions, schools) and shares information with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>-Reads articles and attends trainings where new technologies and new uses for technology are explored.</li> <li>-Often tries new ideas in the counseling services.</li> </ul>	-Understands the need to learn more about technology and its use in the school setting and will cooperate when asked.	<ul style="list-style-type: none"> <li>-Is overwhelmed at the fast pace with which technology is changing.</li> <li>-Finds it difficult to relate to today's technology savvy students.</li> </ul>

## GUIDANCE COUNSELOR (Continued)

<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>-Uses technology to gather, analyze and make sense of data.</li> <li>-Meets with colleagues to address concerns, look for trends and to celebrate successes.</li> <li>- Utilizes data when making counseling decisions that address individual student needs.</li> <li>-Utilizes data to make counseling decisions and inform parents regarding student progress.</li> </ul>	<ul style="list-style-type: none"> <li>-Uses technology to record, analyze and review student assessment data.</li> <li>-Shares data analysis with students, their parents and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>-Records and reviews data, and uses data for planning purposes.</li> <li>-Looks at whole class data and seldom applies data to the individual student.</li> </ul>	<ul style="list-style-type: none"> <li>-Records data as required.</li> </ul>
<b>Record Keeping and Communication</b>	<ul style="list-style-type: none"> <li>-Efficiently and effectively uses technology for communication within the school, between schools and beyond.</li> <li>-Uses technology to create avenues for parental involvement in the counseling process.</li> <li>-Maintains accurate and timely records, assisting others with proven record keeping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>-Communicates in a timely and effective manner with colleagues.</li> <li>-Collaborates with others to solve problems.</li> <li>-Fulfills all administrative record keeping requirements in a timely and accurate manner.</li> </ul>	<ul style="list-style-type: none"> <li>-Is beginning to use technology as a tool for some administrative tasks.</li> <li>-Sometimes uses the computer for communication.</li> <li>-Occasionally fails to complete reports on time or accurately.</li> </ul>	<ul style="list-style-type: none"> <li>-Finds the use of technology a burden.</li> <li>-Is troubled by the significant amount of time involved to learn a new computer program or system.</li> <li>-Frequently fails to complete reports on time or accurately.</li> </ul>

## **GUIDANCE COUNSELOR (Continued)**

### **COLLABORATION**

41. Participate in multidisciplinary conferences concerning individual cases of special need, including academic, social, cultural, emotional, and economic.
42. Inform teachers and parents of special services available for students.
43. Establish an effective working relationship with outside services and make appropriate referrals for psychological, social work, health, or community services.
44. Communicate goals and services of the counseling programs to school administration, staff, students, and parents.
45. Consult with students, parents, teachers and other school staff to assist in meeting needs of students.
46. Work effectively with parents.
47. Provide parents and teachers with suggested strategies to work effectively with their student.
48. Serve as an advocate for students.
49. Work with faculty, staff, and family regarding student attitude, attendance, progress, and performance.
50. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

## GUIDANCE COUNSELOR (Continued)

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Students and Families</b>	<ul style="list-style-type: none"> <li>– Initiates and maintains a positive collaborative relationship with parents and families including difficult to reach parents.</li> <li>– Provides leadership in working collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the guidance program and their student's progress. Students participate in preparing materials for their families.</li> <li>– Deals immediately and successfully with parent concerns and makes parents feel welcome.</li> <li>– Written and oral communications are exemplary.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and consistent manner with parents for the benefit of students.</li> <li>– Works collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the guidance program and their student's progress.</li> <li>– Returns parent phone calls and emails promptly and makes parents feel welcome in the school.</li> <li>– Written and oral communication is always informative and expressed in standard English.</li> </ul>	<ul style="list-style-type: none"> <li>– Communications to parents are sporadic and inconsistent.</li> <li>– Works collaboratively with parents only when directed to do so.</li> <li>– Provides parents the minimum information concerning the guidance program and their student's progress.</li> <li>– Is slow to respond to parent concerns and does not try to make them feel welcome at school.</li> <li>– Written and oral communications contain occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to communicate with parents concerning the guidance program or their students' progress.</li> <li>– Fails to return parent phone calls or work collaboratively with parents.</li> <li>– Makes parents feel unwelcome at school.</li> <li>– Written and oral communications frequently contain errors.</li> </ul>
<b>Other Professionals</b>	<ul style="list-style-type: none"> <li>– Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>

### GUIDANCE COUNSELOR (Continued)

<b>Teamwork</b>	<ul style="list-style-type: none"><li>– Continually provides leadership in the development of and/or implementation of standards.</li><li>– Initiates the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Participates in team planning to implement state/district standards.</li><li>– Participates in the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Is occasionally absent from team meetings and planning sessions.</li><li>– Rarely shares ideas or resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Rarely participates in team meetings or planning sessions.</li><li>– Provides almost no ideas or resources for team members.</li></ul>
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**GUIDANCE COUNSELOR (Continued)**

<b>PROFESSIONAL LEARNING</b>				
51. Provide information and/or inservice to teachers, administrators, and other school staff. 52. Keep abreast of current trends in counseling and guidance. 53. Engage in continuing improvement of professional knowledge and skills. 54. Conduct a personal assessment periodically to determine professional development needs. 55. Participate in school data collection of input on principal's performance assessment program.				
<b>Performance Responsibilities</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Collaboration</b>	-Meets with colleagues at least weekly to review student work, design lessons or share guidance information. - Regularly meets, and often leads colleagues in the review of data for planning purposes. -Often leads and shares pertinent information at Professional Learning Community meetings. -Opens classroom doors and models effective techniques and strategies for colleagues.	-Meets with colleagues weekly to review data and plan. -Regularly meets with colleagues to discuss lesson design and student work. -Actively participates at Professional Learning Community meetings.	-Attends collaborative meetings as required. -Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.	-Attends collaborative meetings but rarely contributes. -Sees little value in collaboration.

## GUIDANCE COUNSELOR (Continued)

<b>Leadership Contributions</b>	<ul style="list-style-type: none"> <li>-Continually seeks out ways to become a more effective counselor.</li> <li>-Creates opportunities to provide professional development for colleagues.</li> <li>-Represents the faculty at meetings and training sessions.</li> <li>-Assumes responsibility for disseminating information to the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>-Works with colleagues to plan and present workshops.</li> <li>-Serves on committees and shares information with others.</li> </ul>	<ul style="list-style-type: none"> <li>-Attends professional development activities but does not serve in a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>-Attends meetings, professional development as required but seldom relates new information to professional growth.</li> </ul>
<b>Self Assessment</b>	<ul style="list-style-type: none"> <li>-Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes.</li> <li>-Routinely monitors strategies to assure that progress is being made toward goal attainment.</li> <li>-Gathers data and talks with colleagues about findings.</li> </ul>	<ul style="list-style-type: none"> <li>-Conducts a self assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan.</li> <li>-Aligns learning opportunities to focus on selected goals.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognizes the need to continuously improve and conducts a self assessment.</li> <li>-Writes personal goals that focus on improving self.</li> <li>-Looks for evidence of goal attainment at the end of the semester/year.</li> </ul>	<ul style="list-style-type: none"> <li>-Fails to conduct a self assessment or to write goals as required.</li> </ul>

## GUIDANCE COUNSELOR (Continued)

### PROFESSIONAL RESPONSIBILITIES

56. Maintain professional and ethical standards as outlined by the American School Counselor Association and The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
57. Keep abreast of student/school legal issues and follow established procedures.
58. Perform assigned duties.
59. Demonstrate attention to punctuality, attendance, records, and reports.
60. Comply with policies, procedures, and programs.
61. Exercise appropriate professional judgment.
62. Support school improvement initiatives by active participation in school activities, services, and programs.
63. Perform other incidental tasks consistent with the goals and objectives of this position.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Reliability</b>	<ul style="list-style-type: none"> <li>– Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments.</li> </ul>	<ul style="list-style-type: none"> <li>– Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.</li> </ul>	<ul style="list-style-type: none"> <li>– Occasionally is late or fails to complete assigned tasks. Makes errors in records.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.</li> </ul>
<b>Judgment/ Professionalism</b>	<ul style="list-style-type: none"> <li>– Is always ethical and honest and uses impeccable judgment.</li> <li>– Always observes appropriate boundaries and respects confidentiality.</li> <li>– Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Is ethical and honest and uses good judgment.</li> <li>– Maintains appropriate boundaries and student confidentiality.</li> <li>– Actively participates in team or departmental decision-making and observes professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Sometimes uses questionable judgment and is less than completely honest and direct.</li> <li>– Sometimes violates boundaries and occasionally discloses student information.</li> <li>– Participates in team or departmental decision-making but decisions are not always based on professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest.</li> <li>– Violates appropriate boundaries and discloses student information.</li> <li>– Makes decisions based solely on self interests.</li> </ul>

## GUIDANCE COUNSELOR (Continued)

<b>Contributions</b>	<ul style="list-style-type: none"> <li>– Serves as a leader in at least one aspect of the school and is an important member of teacher teams and committees.</li> <li>– Is a leader for one or more school activities.</li> <li>– Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>– Is a positive team member and volunteers to serve on committees and attend school activities.</li> <li>– Contributes ideas and expertise to accomplish the overall mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely serves on committees or attends school activities.</li> <li>– Rarely contributes ideas to improve the school or support its mission.</li> </ul>	<ul style="list-style-type: none"> <li>– Declines invitations to serve on committees or attend school activities.</li> <li>– Never contributes ideas to improve the school or support its mission.</li> <li>– Actions are inconsistent with the school's school improvement plan or the school's mission.</li> </ul>
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**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**MATH COACH**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS FORM**

Name \_\_\_\_\_ Position \_\_\_\_\_ Employee # \_\_\_\_\_

Subject/Course \_\_\_\_\_ School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

Comments of the Evaluator \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Comments of the Evaluatee \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Information from parents was collected and analyzed in the preparation of this report. ☐ Yes ☐ No

This evaluation has been discussed with me. ☐ Yes ☐ No

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

**Signature does not necessarily indicate agreement with this evaluation.**

MATH COACH (Continued)

PLANNING/PREPARATION	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
1. Create or select short- and long-range plans based on district and state curriculum requirements, student profiles and instructional priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Identify specific intended learning outcomes that are challenging, meaningful, and measurable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Develop or select instructional activities which foster active involvement in the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Assist in assessing changing curricular needs and plans for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.34	=	
Effective		X	2.67	=	
Highly Effective		X	3.34	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**MATH COACH (Continued)**

<b>CLASSROOM MANAGEMENT</b>	<b>Performance Values (Check One)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
7. Maintain a positive, organized and safe learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Use time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Manage materials and equipment effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Use effective student behavior management techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Enforce school rules, administrative regulations and Board policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Establish and maintain effective and efficient record keeping procedures, including but not limited to, required individual student plans and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Use technology resources effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Assist the school in the compilation of data to evaluate Math programs and assist in identifying appropriate strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Maintain Math documentation required by the state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Coordinate and monitor the work of volunteers and aides when assigned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>.80</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>1.60</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>2.00</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-7</b>	<b>Needs Improvement/Developing 8-11</b>	<b>Effective 12-16</b>	<b>Highly Effective 17-20</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**MATH COACH (Continued)**

<b>ASSESSMENT/EVALUATION</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
<b>Performance Responsibilities</b>					
17. Develop and use assessment strategies (traditional and alternative) to assist the continuous development of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Analyze and identify Math problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Establish appropriate testing environment and test security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Evaluate the effectiveness of instructional units and teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>1.17</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>2.23</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>3.00</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-6</b>	<b>Needs Improvement/Developing 7-10</b>	<b>Effective 11-14</b>	<b>Highly Effective 15-18</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**MATH COACH (Continued)**

<b>STUDENT INSTRUCTIONAL ENGAGEMENT</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
23. Work with and support the classroom teacher in providing a balanced Math program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Assist in implementing and monitoring of the Math curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Assist in Math curriculum revision and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Assist with the selection of appropriate Math resources related to identified needs at the school site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Demonstrate knowledge and understanding of subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Conduct parent nights to provide information and to train parents to assist their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Communicate high learning expectations for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Apply principles of learning and effective teaching in instructional delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Use appropriate material, technology, and other resources to help meet learning needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Provide appropriate instructional modification for students with special needs, including exceptional education students and students who have limited English proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35. Provide instruction on safety procedures and proper handling of materials and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

MATH COACH (Continued)

(Continued)

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.86	=	
Effective		X	1.72	=	
Highly Effective		X	2.15	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-11	Needs Improvement/Developing 12-18	Effective 19-24	Highly Effective 25-30
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**MATH COACH (Continued)**

<b>TECHNOLOGY</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
37. Use technology resources effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. Use technology to establish an atmosphere of active learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Provide students with opportunities to use technology to gather and share information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. Facilitate student access to the use of electronic resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
41. Explore and evaluate new technologies and their educational impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. Use technology to review student assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. Use technology for administrative tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>1.15</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>2.29</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>2.86</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-7</b>	<b>Needs Improvement/Developing 8-11</b>	<b>Effective 12-16</b>	<b>Highly Effective 17-20</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**MATH COACH (Continued)**

<b>COLLABORATION</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
44. Facilitate collaboration among teachers and grade levels at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
45. Work closely with district staff to assist in the development and delivery of training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
46. Enlist the support of the SAC, PTA or PTO, Business Partners, Mentors and Volunteers for the Math initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
47. Communicate effectively, both orally and in writing, with other professionals, students, parents and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
48. Provide accurate and timely information to parents and students about academic and behavioral performance of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
49. Collaborate with other professionals and parents after recognizing student distress or abuse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
50. Serve on Student Support Team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
51. Collaborate with peers and other professionals to enhance student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
52. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		X	0	=	
<b>Needs Improvement/Developing</b>		X	.67	=	
<b>Effective</b>		X	1.34	=	
<b>Highly Effective</b>		X	1.56	=	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-5</b>	<b>Needs Improvement/Developing 6-9</b>	<b>Effective 10-12</b>	<b>Highly Effective 13-14</b>
<b>Summative Scale Value</b>				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**MATH COACH (Continued)**

<b>PROFESSIONAL LEARNING</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
53. Engage in a continuing improvement of professional skills and knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
54. Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
55. Update the principal and teachers on the latest trends in the area of Math instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
56. Coach teachers in the latest techniques for the prevention and remediation of Math problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
57. Model effective teaching strategies and techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
58. Assist teachers with instructional strategies to improve FCAT Math comprehension and Florida Writes assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
59. Conduct staff development activities to assist teachers in helping students improve Math skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>.86</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>1.72</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>2.00</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-5</b>	<b>Needs Improvement/Developing 6-9</b>	<b>Effective 10-12</b>	<b>Highly Effective 13-14</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

MATH COACH (Continued)

PROFESSIONAL RESPONSIBILITIES	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
60. Act in a professional and ethical manner and adhere at all times to the <i>Code of Ethics</i> and the <i>Principles of Professional Conduct of the Education Profession in Florida</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
61. Demonstrate attention to punctuality and regular attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
62. Prepare all required reports in an accurate and timely manner and maintain all appropriate records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
63. Maintain confidentiality of student and other professional information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
64. Comply with policies, procedures and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
65. Exercise appropriate professional judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
66. Support school improvement initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
67. Perform other tasks consistent with the goals and objectives of this position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.75	=	
Effective		X	1.50	=	
Highly Effective		X	1.75	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

MATH COACH (Continued)

STUDENT GROWTH AND ACHIEVEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
68. Ensure that student growth and performance are continuous and appropriate for age group, subject area and /or student program classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category Raw Score	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

# SCHOOL DISTRICT OF HAMILTON COUNTY

## MATH COACH

### OBSERVATION AND DATA COLLECTION/ANALYSIS RUBRIC

#### PLANNING/PREPARATION

1. Create or select short- and long-range plans based on district and state curriculum requirements, student profiles and instructional priorities.
2. Identify specific intended learning outcomes that are challenging, meaningful, and measurable.
3. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.
4. Develop or select instructional activities which foster active involvement in the learning process.
5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
6. Assist in assessing changing curricular needs and plans for improvement.

Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>– Confident and competent in assigned content area/s and continues to seek out ways to expand knowledge level.</li> <li>– Selects goals and objectives based on content standards and needs of students.</li> <li>– Sequences strategies and activities to create lessons that are rigorous and relevant.</li> <li>– Clearly articulates how learning outcomes are aligned with goals, objectives and content standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Highly qualified in assigned content area.</li> <li>– Goals and objectives are aligned with the district and state curriculum standards.</li> <li>– Seeks ways to utilize strategies and activities that will engage students with the content.</li> <li>– Learning outcomes are clearly and specifically articulated so students understand the plan and the reason for the activities.</li> </ul>	<ul style="list-style-type: none"> <li>– Is taking course work to become certified in content area.</li> <li>– Works with other members of the team to plan lessons that align with district and state content standards.</li> <li>– Learning outcomes are sometimes displayed so students can make the connection.</li> </ul>	<ul style="list-style-type: none"> <li>– Has little knowledge of subject area.</li> <li>– Relies on textbook organization to plan and prepare for the lesson.</li> </ul>

## MATH COACH (Continued)

<b>Organization</b>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year.</li> <li>– Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans.</li> <li>– Revisits long range plans as the year progresses.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some understanding of the district and state content standards and sometimes addresses them in lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>– Has looked at the district and state content standards but they are not a part of the long range or daily planning process.</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>– Has a deep understanding of how students learn and plans instructional activities so all students are actively involved in the learning process.</li> <li>– Researches literature to stay abreast of the latest innovative strategies and materials and seeks ways to embed them when planning for student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands how students learn and plans for the use of a variety of instructional strategies.</li> <li>– Does some research regarding increased student involvement and writes plans incorporating new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands that all students should be involved in the learning process and is beginning to plan accordingly some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not understand how students learn and pays little attention to active involvement by all students during the learning process.</li> </ul>

## MATH COACH (Continued)

<b>Assessments</b>	<ul style="list-style-type: none"> <li>– Utilizes diagnostic and summative assessments and a variety of assessment strategies to gather data to assist with decision making during planning.</li> <li>– Utilizes data from on-going assessments to revisit and revise plans to better serve student needs.</li> <li>– Allows students to assess themselves and to provide input into the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Diagnostic and summative assessments, and a variety of assessment strategies are used to gather data for consideration during planning.</li> <li>– A review of assessment data usually informs the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some knowledge of ongoing assessments to inform teaching and learning, but relies on end of the unit or chapter tests most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>– Learning outcomes are seldom assessed except for standardized tests.</li> <li>– Plans are written and followed with little attention to student needs or outcomes during the process of the teaching unit.</li> </ul>
<b>Quality</b>	<ul style="list-style-type: none"> <li>– Plans lessons that address all state and district curriculum standards and assists other colleagues with planning and design.</li> <li>– Develops plans that are rigorous and demanding in content and involvement.</li> <li>– Makes connections to prior lessons, student interests or real world situations so that students have a context for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Plans lessons that address each state standard.</li> <li>– Finds ways for students to see coherence in what they are studying.</li> <li>– Plans lessons that require the use of higher level thinking skills.</li> <li>– Helps students make connections to prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Has read the state standards but relies on other sources, like textbooks or previous plans for developing lesson plans.</li> <li>– Sometimes plans include the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Lesson plans are incongruent with the state standards.</li> <li>– Plans deal with interaction of Webb’s lower levels of knowledge.</li> </ul>

**MATH COACH (Continued)**

<b>CLASSROOM MANAGEMENT</b>				
7. Maintain a positive, organized and safe learning environment. 8. Use time effectively. 9. Manage materials and equipment effectively. 10. Use effective student behavior management techniques. 11. Enforce school rules, administrative regulations and Board policies. 12. Establish and maintain effective and efficient record keeping procedures, including but not limited to, required individual student plans and reports. 13. Use technology resources effectively. 14. Assist the school in the compilation of data to evaluate Math programs and assist in identifying appropriate strategies. 15. Maintain Math documentation required by the state. 16. Coordinate and monitor the work of volunteers and aides when assigned.				
<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>
<b>Learning Environment</b>	– Establishes a climate that empowers students to collaborate and maintain a positive, respectful and non-threatening learning environment.	– Maintains a positive, respectful and non-threatening learning environment.	– Recognizes factors necessary for a positive learning environment but has not implemented them.	– Interactions are often disrespectful, uncaring and negative.
<b>Techniques</b>	– Maintains academic focus through a variety of motivational techniques. – Students are actively engaged in the learning process and take responsibility for their learning.	– Maintains academic focus through motivational techniques. – Students are actively engaged in the learning process.	– Does not consistently maintain academic focus. – Not all students are engaged in the learning process.	– Lacks academic focus. – Students are frequently off-task and not engaged in the learning process.

**MATH COACH (Continued)**

<b>Efficiency/Time Management</b>	<ul style="list-style-type: none"> <li>– Maximizes instructional time and minimizes interruptions by inculcating classroom routines that are followed effortlessly by all students.</li> <li>– Transitions are smooth with students assuming responsibility; no instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes and posts routines but students require prompting to follow them.</li> <li>– Transitions are smooth; little instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes routines but they are not followed by all students or maintained by the teacher, occasionally resulting in the loss of instructional time.</li> <li>– Smooth transitions do not always occur, resulting in a loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established routines and instructional time is frequently lost for routine tasks and interruptions.</li> <li>– Transitions result in lost instructional time and behavior problems.</li> </ul>
<b>Behavior Management</b>	<ul style="list-style-type: none"> <li>– Anticipates student behavior and prevents problems.</li> <li>– A wide variety of appropriate and effective behavior management techniques have been established and utilized.</li> <li>– School rules, administrative regulations and Board policies are followed and enforced on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently monitors student behavior.</li> <li>– Appropriate and effective behavior management techniques have been established and utilized.</li> <li>– Administrative regulations and Board policies are followed and enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student behavior.</li> <li>– Behavior management techniques are not consistently applied, resulting in behavior problems.</li> <li>– Administrative regulations and Board policies are not consistently followed or enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely monitors student behavior.</li> <li>– Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students.</li> <li>– School and district rules and policies are not followed.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Clearly communicates and discusses high expectations for student behavior for all students. Students collaborate in the development of the standards and model expectations.</li> </ul>	<ul style="list-style-type: none"> <li>– Clearly communicates high expectations for student behavior to all students.</li> </ul>	<ul style="list-style-type: none"> <li>– Develops student standards of conduct and most students appear to understand them, although not all students adhere to them.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established or communicated standards of conduct for students.</li> </ul>

**MATH COACH (Continued)**

<b>Supervision</b>	– Volunteers and/or assistants are productively and independently engaged throughout the entire class, making a significant contribution to the learning environment.	– Volunteers and/or assistants are productively engaged throughout the entire class, but require instructions and supervision from the teacher.	– Volunteers and/or assistants are engaged during portions of the class, but require frequent instructions and redirection from the teacher.	– Volunteers and/or assistants have no clearly defined duties or are not actively engaged in the learning process.
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**MATH COACH (Continued)**

<b>ASSESSMENT/EVALUATION</b>				
17. Develop and use assessment strategies (traditional and alternative) to assist the continuous development of students. 18. Analyze and identify Math problems. 19. Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation. 20. Establish appropriate testing environment and test security. 21. Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information. 22. Evaluate the effectiveness of instructional units and teaching strategies.				
<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>– Understands the value of standardized testing, strict directions and test security.</li> <li>– Students realize the importance of testing.</li> </ul>	<ul style="list-style-type: none"> <li>– Follows all directions for standardized testing and test security.</li> <li>– Talks with students about testing and the significance to the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Requires close supervision and follow up to ensure that standardized testing is carried out accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not value standardized testing and is compliant at best.</li> </ul>
<b>Diagnosis</b>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to beginning instruction and adjusts lesson plans and strategies accordingly.</li> <li>– Uses data from diagnostic measures to plan for ways to meet individual needs.</li> <li>– Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to instruction and adjusts lesson plans and instruction to meet student needs.</li> <li>– Uses data from ongoing diagnostic measures to more clearly align lesson design for the needs of groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to see the value in upfront diagnostic tools and occasionally will check with students prior to instruction.</li> <li>– Sometimes utilizes ongoing diagnostic strategies to inform lesson design during the course of a study.</li> </ul>	<ul style="list-style-type: none"> <li>– Begins instruction with the assumption that students should know the prior content.</li> <li>– Does not check for understanding or for diagnostic information during the course of a unit of study.</li> </ul>

## MATH COACH (Continued)

<b>Analysis</b>	<ul style="list-style-type: none"> <li>– Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding instructional planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Reviews available data to evaluate instructional planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Has collaborated with others regarding their instructional planning and teaching strategies, but has done little to initiate own instructional or program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not analyze own instructional planning, teaching strategies or program evaluation.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>– Uses a variety of methods to check for understanding throughout the lesson, and corrects, provides praise or reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently checks for understanding and reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Asks students if they understand during the lesson, but often does not follow up with individual feedback.</li> </ul>	<ul style="list-style-type: none"> <li>– Seldom checks for individual student understanding.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>– Executes a plan to clearly articulate academic progress to individual students, their parents and appropriate colleagues.</li> <li>– Communicates with stakeholders on a regular and timely basis and in a variety of formats.</li> </ul>	<ul style="list-style-type: none"> <li>– Articulates academic progress to individual students, their parents, and appropriate colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Provides academic data to students and asks them to take it home to their parents.</li> <li>– Meets with colleagues as required by administration.</li> </ul>	<ul style="list-style-type: none"> <li>– Grades and test scores are posted and it is the students' responsibility to review them and tell their parents about their academic progress.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>– Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students.</li> <li>– Students have bought into goal setting and have developed strategies and a monitoring system for holding themselves accountable for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>– Models the goal setting process by sharing professional goals, strategies and monitoring system with students.</li> <li>– Asks students to write individual goals and monitors their plans so they are knowledgeable about their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Encourages students to do their best and check their work prior to grading.</li> </ul>	<ul style="list-style-type: none"> <li>– Permits students to move along in the instructional process regardless.</li> </ul>

**MATH COACH (Continued)**

<b>Expectations</b>	<ul style="list-style-type: none"><li>– Communicates, posts, explains lesson expectations clearly so students know what is expected.</li><li>– Checks for understanding of expectations regularly.</li></ul>	<ul style="list-style-type: none"><li>– Posts lesson expectations so students will know what is expected.</li></ul>	<ul style="list-style-type: none"><li>– Tells students what is expected and occasionally posts an example from a previous class.</li></ul>	<ul style="list-style-type: none"><li>– Expects students to read the text and follow the directions without expectations clarified or posted.</li></ul>
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**MATH COACH (Continued)**

**STUDENT INSTRUCTIONAL ENGAGEMENT**

23. Work with and support the classroom teacher in providing a balanced Math program.
24. Assist in implementing and monitoring of the Math curriculum.
25. Assist in Math curriculum revision and development.
26. Assist with the selection of appropriate Math resources related to identified needs at the school site.
27. Demonstrate knowledge and understanding of subject matter.
28. Conduct parent nights to provide information and to train parents to assist their students.
29. Communicate high learning expectations for all students.
30. Apply principles of learning and effective teaching in instructional delivery.
31. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities.
32. Use appropriate material, technology, and other resources to help meet learning needs of all students.
33. Provide appropriate instructional modification for students with special needs, including exceptional education students and students who have limited English proficiency.
34. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
35. Provide instruction on safety procedures and proper handling of materials and equipment.
36. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Goal Focus</b>	– Clearly demonstrates to students what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.	– Gives students a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.	– Relates the main learning objectives of each lesson to students. Outcomes are not always correlated with state and district standards.	– Begins lesson without sharing students goals, objectives or outcomes. Students are confused as to the purpose of the lesson.

## MATH COACH (Continued)

<b>Knowledge of Content</b>	<ul style="list-style-type: none"> <li>– Displays extensive content knowledge with evidence of the most current information in the content area.</li> <li>– Fully explains concepts and connects content to other areas, student experiences and interests or to current events.</li> <li>– Sparks student excitement and interest in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates content knowledge and delivers content that is factually correct.</li> <li>– Content is clear and well-organized and key points or main ideas are emphasized.</li> <li>– Connects the content to other parts of the discipline or other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Has gaps in content knowledge.</li> <li>– Content is factually correct but explanations lack clarity and content is not well organized.</li> <li>– Does not emphasize key points or make connections to other parts of the discipline or with other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Makes content errors; explanations are unclear and fails to build student understanding of key concepts.</li> <li>– Does not make connections to other areas or disciplines.</li> <li>– Students are confused but instruction continues as planned.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting instruction to meet individual needs.</li> <li>– Students participate in forming their own academic goals and analyzing their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting instruction to meet classroom needs.</li> <li>– Students value academic success as evidenced by the quality of their work.</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts instruction to meet individual student needs.</li> <li>– Students may occasionally spend time off-task or give up when work is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not establish or communicate high expectations for learning and achievement.</li> <li>– There is no evidence of adjusting and adapting instruction to meet individual needs.</li> <li>– Students may demonstrate a lack of interest in their work and be afraid to take on new challenges or risk failure.</li> </ul>

## MATH COACH (Continued)

<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>– Selects highly effective strategies, materials and groupings to involve and motivate all students.</li> <li>– Consistently utilizes current research and new and innovative instructional materials.</li> <li>– Seeks out and integrates technology to maximize student learning.</li> <li>– Incorporates a variety of activities designed to foster higher level thinking and problem solving.</li> <li>– All students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Selects effective strategies, materials and classroom groupings to foster student learning.</li> <li>– Utilizes available technology and has students think about, discuss and use the ideas and skills being taught.</li> <li>– Incorporates activities designed to foster higher level thinking and problem solving.</li> <li>– Students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a limited inventory of classroom strategies, materials and groupings with mixed success.</li> <li>– Understands the importance of technology but does not incorporate it into lessons effectively.</li> <li>– Lessons do not actively involve all students in learning activities or incorporate higher level thinking.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses only one or two teaching strategies or types of materials and fails to reach most students.</li> <li>– Rarely incorporates technology into lessons.</li> <li>– Most lessons consist of lectures to passive students, Math the textbook or completing worksheets.</li> </ul>
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## MATH COACH (Continued)

<b>Monitoring and Feedback</b>	<ul style="list-style-type: none"> <li>– Utilizes multiple formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Feedback is consistently provided in a timely manner and is of high quality.</li> <li>– Creates opportunities for learners to monitor and analyze their own progress.</li> <li>– Makes ongoing adjustments in teaching strategies based upon individual student learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes standardized formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Provides learners timely and consistent feedback.</li> <li>– Monitors classroom performance and adjusts teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to consistently use formative and summative instruments to assess student understanding and mastery of content.</li> <li>– Understands the importance of feedback but fails to consistently provide high quality content in a timely manner.</li> <li>– Does not always adjust instruction based upon results.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student learning. Provides poor quality or late feedback.</li> <li>– There is no evidence that instructional strategies are adjusted or modified based upon feedback.</li> </ul>
<b>Individual Student Needs</b>	<ul style="list-style-type: none"> <li>– Skillfully meets the learning needs and accommodates the learning styles of individual students by differentiating and scaffolding.</li> <li>– Displays knowledge of the learning needs and accommodations for all students, including those with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Differentiates and scaffolds instruction to accommodate most students' learning needs.</li> <li>– Makes appropriate accommodations for ELL and IEP students so that they can be engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Attempts to accommodate students with special needs, but meets with mixed success.</li> <li>– May miss opportunities to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to provide differentiated instruction for students with special needs.</li> <li>– Displays little knowledge of student needs.</li> </ul>

**MATH COACH (Continued)**

<b>Intervention</b>	<ul style="list-style-type: none"> <li>– Is well educated on the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Constantly monitors students’ behavior and physical condition and acts promptly when signs are observed or conditions reported to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>– Is educated on the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Acts promptly when signs are observed or conditions reported to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>– Is aware of some of the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Fails to pick up on signs of distress or abuse or does not consistently report this in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Is unaware of the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Fails to pick up on signs of distress or abuse and does not report these as required.</li> </ul>
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**MATH COACH (Continued)**

<b>TECHNOLOGY</b>				
37. Use technology resources effectively. 38. Use technology to establish an atmosphere of active learning. 39. Provide students with opportunities to use technology to gather and share information. 40. Facilitate student access to the use of electronic resources. 41. Explore and evaluate new technologies and their educational impact. 42. Use technology to review student assessment data. 43. Use technology for administrative tasks.				
<b>Performance Requirement</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>– Seeks out and envisions novel ways for using technology to deliver content.</li> <li>– Uses technology to earn students interest and desire to continue with the learning task.</li> <li>– Uses technology to design lessons that are rigorous and relevant.</li> <li>– Uses technology to maximize learning.</li> <li>– Technology use is seamless in lesson design, delivery and student use.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to deliver content in a variety of ways.</li> <li>– Realizes that technology use will increase student interest.</li> <li>– Uses technology to increase the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to explore the occasional use of technology to engage students in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology for mundane tasks like copying sentences or filling in the blank type answers from an overhead projector or projection device.</li> </ul>

## MATH COACH (Continued)

<b>Engagement</b>	<ul style="list-style-type: none"> <li>- Seeks out ways for students to use their own technologies (smart phones, iPads/tablets and others) in the learning process.</li> <li>- Collaborates with others to create ways for students to become authentically engaged in the learning process through the use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborates with other teachers to plan lessons that are interesting and challenging by using technology to solve real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Realizes that students like to use technology and is beginning to explore ways to integrate technology into the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>- Is beginning to explore available technology.</li> <li>- Has not figured out how to use technology in the instructional process and continue to maintain discipline in the classroom.</li> </ul>
<b>Professional Growth</b>	<ul style="list-style-type: none"> <li>- Is on the cutting edge of technology exploration and implementation.</li> <li>- Regularly seeks out new technologies and shares information with administrators and colleagues.</li> <li>- Searches for ways to collaborate with others (business, other educational institutions, schools) and shares information with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>- Reads articles and attends trainings where new technologies and new uses for technology are explored.</li> <li>- Often tries new ideas in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands the need to learn more about technology and its use in the school setting and will cooperate when asked.</li> </ul>	<ul style="list-style-type: none"> <li>- Is overwhelmed at the fast pace with which technology is changing.</li> <li>- Finds it difficult to relate to today's technology savvy students.</li> </ul>

## MATH COACH (Continued)

<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>– Uses technology to gather, analyze and make sense of data.</li> <li>– Meets with colleagues to address concerns, look for trends and to celebrate successes.</li> <li>– Utilizes data when making instructional decisions that address individual student needs.</li> <li>– Utilizes data to make instructional decisions and inform parents regarding student progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to record, analyze and review student assessment data.</li> <li>– Shares data analysis with students, their parents and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Records and reviews data, and uses data for planning purposes.</li> <li>– Looks at whole class data and seldom applies data to the individual student.</li> </ul>	<ul style="list-style-type: none"> <li>– Records data as required.</li> </ul>
<b>Record Keeping and Communication</b>	<ul style="list-style-type: none"> <li>– Efficiently and effectively uses technology for communication within the school, between schools and beyond.</li> <li>– Uses technology to create avenues for parental involvement in the learning process.</li> <li>– Maintains accurate and timely records, assisting others with proven record keeping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and effective manner with colleagues.</li> <li>– Collaborates with others to solve problems.</li> <li>– Fulfills all administrative record keeping requirements in a timely and accurate manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to use technology as a tool for some administrative tasks.</li> <li>– Sometimes uses the computer for communication.</li> <li>– Occasionally fails to complete reports on time or accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Finds the use of technology a burden.</li> <li>– Is troubled by the significant amount of time involved to learn a new computer program or system.</li> <li>– Frequently fails to complete reports on time or accurately.</li> </ul>

## MATH COACH (Continued)

### COLLABORATION

- 44. Facilitate collaboration among teachers and grade levels at school.
- 45. Work closely with district staff to assist in the development and delivery of training.
- 46. Enlist the support of the SAC, PTA or PTO, Business Partners, Mentors and Volunteers for the Math initiative.
- 47. Communicate effectively, both orally and in writing, with other professionals, students, parents and community.
- 48. Provide accurate and timely information to parents and students about academic and behavioral performance of students.
- 49. Collaborate with other professionals and parents after recognizing student distress or abuse.
- 50. Serve on Student Support Team.
- 51. Collaborate with peers and other professionals to enhance student learning.
- 52. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

**MATH COACH (Continued)**

<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>
<b>Students and Families</b>	<ul style="list-style-type: none"> <li>– Initiates and maintains a positive collaborative relationship with parents and families including difficult to reach parents.</li> <li>– Provides leadership in working collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the instructional program and their student's progress. Students participate in preparing materials for their families.</li> <li>– Deals immediately and successfully with parent concerns and makes parents feel welcome.</li> <li>– Written and oral communications are exemplary.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and consistent manner with parents for the benefit of students.</li> <li>– Works collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the instructional program and their student's progress.</li> <li>– Returns parent phone calls and emails promptly and makes parents feel welcome in the school.</li> <li>– Written and oral communication is always informative and expressed in standard English.</li> </ul>	<ul style="list-style-type: none"> <li>– Communications to parents are sporadic and inconsistent.</li> <li>– Works collaboratively with parents only when directed to do so.</li> <li>– Provides parents the minimum information concerning the instructional program and their student's progress.</li> <li>– Is slow to respond to parent concerns and does not try to make them feel welcome at school.</li> <li>– Written and oral communications contain occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to communicate with parents concerning the instructional program or their students' progress.</li> <li>– Fails to return parent phone calls or work collaboratively with parents.</li> <li>– Makes parents feel unwelcome at school.</li> <li>– Written and oral communications frequently contain errors.</li> </ul>
<b>Other Professionals</b>	<ul style="list-style-type: none"> <li>– Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>

**MATH COACH (Continued)**

<b>Teamwork</b>	<ul style="list-style-type: none"><li>– Continually provides leadership in the development of and/or implementation of standards.</li><li>– Initiates the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Participates in team planning to implement state/district standards.</li><li>– Participates in the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Is occasionally absent from team meetings and planning sessions.</li><li>– Rarely shares ideas or resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Rarely participates in team meetings or planning sessions.</li><li>– Provides almost no ideas or resources for team members.</li></ul>
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**MATH COACH (Continued)**

<b>PROFESSIONAL LEARNING</b>				
53. Engage in a continuing improvement of professional skills and knowledge. 54. Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements. 55. Update the principal and teachers on the latest trends in the area of Math instruction. 56. Coach teachers in the latest techniques for the prevention and remediation of Math problems. 57. Model effective teaching strategies and techniques. 58. Assist teachers with instructional strategies to improve FCAT Math comprehension and Florida Writes assessment. 59. Conduct staff development activities to assist teachers in helping students improve Math skills.				
<b>Performance Responsibilities</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>– Meets with colleagues at least weekly to review student work, design lessons or share curriculum information.</li> <li>– Regularly meets, and often leads colleagues in the review of data for planning purposes.</li> <li>– Often leads and shares pertinent information at Professional Learning Community meetings.</li> <li>– Opens classroom doors and models effective techniques and strategies for colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Meets with colleagues weekly to review data and plan.</li> <li>– Regularly meets with colleagues to discuss lesson design and student work.</li> <li>– Actively participates at Professional Learning Community meetings.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings as required.</li> <li>– Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings but rarely contributes.</li> <li>– Sees little value in collaboration.</li> </ul>

# **MATH COACH (Continued)**

<b>Leadership Contributions</b>	<ul style="list-style-type: none"> <li>– Continually seeks out ways to become a more effective teacher.</li> <li>– Creates opportunities to provide professional development for colleagues.</li> <li>– Represents the faculty at meetings and training sessions.</li> <li>– Assumes responsibility for disseminating information to the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with colleagues to plan and present workshops.</li> <li>– Serves on committees and shares information with others.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends professional development activities but does not serve in a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends meetings, professional development as required but seldom relates new information to professional growth.</li> </ul>
<b>Self Assessment</b>	<ul style="list-style-type: none"> <li>– Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes.</li> <li>– Routinely monitors strategies to assure that progress is being made toward goal attainment.</li> <li>– Gathers data and talks with colleagues about findings.</li> </ul>	<ul style="list-style-type: none"> <li>– Conducts a self assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan.</li> <li>– Aligns learning opportunities to focus on selected goals.</li> </ul>	<ul style="list-style-type: none"> <li>– Recognizes the need to continuously improve and conducts a self assessment.</li> <li>– Writes personal goals that focus on improving teaching.</li> <li>– Looks for evidence of goal attainment at the end of the semester/year.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to conduct a self assessment or to write goals as required.</li> </ul>

**MATH COACH (Continued)**

**PROFESSIONAL RESPONSIBILITIES**

60. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
61. Demonstrate attention to punctuality and regular attendance.
62. Prepare all required reports in an accurate and timely manner and maintain all appropriate records.
63. Maintain confidentiality of student and other professional information.
64. Comply with policies, procedures and programs.
65. Exercise appropriate professional judgment.
66. Support school improvement initiatives.
67. Perform other tasks consistent with the goals and objectives of this position.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Reliability</b>	<ul style="list-style-type: none"> <li>– Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments.</li> </ul>	<ul style="list-style-type: none"> <li>– Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.</li> </ul>	<ul style="list-style-type: none"> <li>– Occasionally is late or fails to complete assigned tasks. Makes errors in records.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.</li> </ul>
<b>Judgment/ Professionalism</b>	<ul style="list-style-type: none"> <li>– Is always ethical and honest and uses impeccable judgment.</li> <li>– Always observes appropriate boundaries and respects confidentiality.</li> <li>– Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Is ethical and honest and uses good judgment.</li> <li>– Maintains appropriate boundaries and student confidentiality.</li> <li>– Actively participates in team or departmental decision-making and observes professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Sometimes uses questionable judgment and is less than completely honest and direct.</li> <li>– Sometimes violates boundaries and occasionally discloses student information.</li> <li>– Participates in team or departmental decision-making but decisions are not always based on professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest.</li> <li>– Violates appropriate boundaries and discloses student information.</li> <li>– Makes decisions based solely on self interests.</li> </ul>

## MATH COACH (Continued)

<b>Contributions</b>	<ul style="list-style-type: none"> <li>– Serves as a leader in at least one aspect of the school and is an important member of teacher teams and committees.</li> <li>– Is a leader for one or more school activities.</li> <li>– Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>– Is a positive team member and volunteers to serve on committees and attend school activities.</li> <li>– Contributes ideas and expertise to accomplish the overall mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely serves on committees or attends school activities.</li> <li>– Rarely contributes ideas to improve the school or support its mission.</li> </ul>	<ul style="list-style-type: none"> <li>– Declines invitations to serve on committees or attend school activities.</li> <li>– Never contributes ideas to improve the school or support its mission.</li> <li>– Actions are inconsistent with the school's school improvement plan or the school's mission.</li> </ul>
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**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**MEDIA SPECIALIST**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS FORM**

Name \_\_\_\_\_ Position \_\_\_\_\_ Employee # \_\_\_\_\_

Subject/Course \_\_\_\_\_ School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

Comments of the Evaluator \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Comments of the Evaluatee \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Information from parents was collected and analyzed in the preparation of this report. ☐ Yes ☐ No

This evaluation has been discussed with me. ☐ Yes ☐ No

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

**Signature does not necessarily indicate agreement with this evaluation.**

**MEDIA SPECIALIST (Continued)**

<b>PLANNING/PREPARATION</b>	<b>Performance Values (Check One)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
1. Identify, select, or develop short- and long-range goals and objectives for the media program based on student, faculty, and curriculum needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Select library and other instructional support materials to enhance learning consistent with the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Use local, regional, state and national guidelines in planning for media collections and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Plan for the acquisition of materials and equipment which support the School Improvement Plan goals and which are necessary to support the media needs of students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Coordinate student use of library media center during the school day with school policy and procedure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Participate in overall school curriculum planning and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>1.33</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>2.67</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>3.33</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-7</b>	<b>Needs Improvement/Developing 8-11</b>	<b>Effective 12-16</b>	<b>Highly Effective 17-20</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

# **MEDIA SPECIALIST (Continued)**

<b>CLASSROOM MANAGEMENT</b>	<b>Performance Values (Check One)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
7. Develop schedules and organize resources to allow easy access to information and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Create an inviting, attractive, safe atmosphere conducive to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Provide an atmosphere conducive to individual inquiry, research, study, and relaxation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Establish and publicize standards for acceptable student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Develop a system of records which will provide an appropriate database for evaluating the use and distribution of the media collection and supporting materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Provide instruction on safety procedures and proper handling of materials and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Manage student conduct in a positive manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Promote student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Arrange the physical environment to facilitate access to resources and learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Develop and implement policies and procedures necessary for the efficient and effective operation of the media center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Administer media center budget based on program goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Maintain complete and accurate records as required by law, District policy, and administrative regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Coordinate the selection and acquisition process for media resources and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Use accepted criteria and procedures for acquiring, retaining, and deleting materials in the media center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Provide for the use, maintenance, repair, and inventory of all media center materials and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**MEDIA SPECIALIST (Continued)**

<b>CLASSROOM MANAGEMENT</b>	<b>Performance Values (Check One)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
22. Provide for use of current technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23. Ensure accessibility to resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.48	=	
Effective		X	.94	=	
Highly Effective		X	1.18	=	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-7</b>	<b>Needs Improvement/Developing 8-11</b>	<b>Effective 12-16</b>	<b>Highly Effective 17-20</b>
<b>Summative Scale Value</b>				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**MEDIA SPECIALIST (Continued)**

<b>ASSESSMENT/EVALUATION</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
<b>Performance Responsibilities</b>					
24. Identify and apply criteria appropriate for evaluating materials and equipment for varying student populations and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Evaluate the efficiency and effectiveness of the media program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Use evaluation results to improve media services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Assist with responsibilities for school testing program by proctoring and scheduling space and by handling all test materials in a confidential and secure manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Solicit ongoing feedback from members of the school staff regarding the availability, use, and impact of media materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>1.40</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>2.80</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>3.60</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-6</b>	<b>Needs Improvement/Developing 7-10</b>	<b>Effective 11-14</b>	<b>Highly Effective 15-18</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

# **MEDIA SPECIALIST (Continued)**

<b>STUDENT INSTRUCTIONAL ENGAGEMENT</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
<b>Performance Responsibilities</b>					
29. Foster mutual respect between students and adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Accept and value students from various cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Communicate with students in a positive manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Instruct, assign, and supervise support staff and volunteers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Encourage the use of on-line reference tools, the Internet, and computer sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. Develop an effective public relations program to promote media resources and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35. Comply with copyright laws and inform faculty and students of the laws and their application to educational institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36. Teach library media skills in collaboration with teachers to support classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37. Use a variety of instructional strategies to address different learning styles and ability levels of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds and special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Provide instruction in use of resources, services, and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. Assist students and staff in the use and production of media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
41. Provide reference assistance for students and faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. Assist students and faculty in identifying, locating, and interpreting information and resources housed in the media center and outside the physical boundaries of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. Demonstrate knowledge and understanding of a broad curriculum base.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
44. Apply principles of learning and effective teaching in instructional delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**MEDIA SPECIALIST (Continued)**

<b>STUDENT INSTRUCTIONAL ENGAGEMENT</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
45. Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
46. Use appropriate materials, technology, and resources to help meet learning needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
47. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.63	=	
Effective		X	1.26	=	
Highly Effective		X	1.58	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-11	Needs Improvement/Developing 12-18	Effective 19-24	Highly Effective 25-30
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**MEDIA SPECIALIST (Continued)**

<b>TECHNOLOGY</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
<b>Performance Responsibilities</b>					
48. Use technology resources effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
49. Use appropriate technology in instructional delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
50. Use technology to establish an atmosphere of active learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
51. Provide students with opportunities to use technology to gather and share information with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
52. Facilitate student access to the use of electronic resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
53. Explore and evaluate new technologies and their educational impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
54. Use technology to review student assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
55. Use technology for administrative tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
56. Assist classroom teachers with the effective use of technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		X	0	=	
<b>Needs Improvement/Developing</b>		X	.89	=	
<b>Effective</b>		X	1.78	=	
<b>Highly Effective</b>		X	2.22	=	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-7</b>	<b>Needs Improvement/Developing 8-11</b>	<b>Effective 12-16</b>	<b>Highly Effective 17-20</b>
<b>Summative Scale Value</b>				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**MEDIA SPECIALIST (Continued)**

<b>COLLABORATION</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
57. Plan with teachers and instructional leaders to develop curriculum and integrate media/ information skills into the school program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
58. Participate in grade level, team, or department meetings as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
59. Collaborate with teachers to support instructional goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
60. Assist teachers in selecting the best medium for instructional activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
61. Work with other faculty to identify creative uses of resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
62. Maintain contact with other library, education, and information agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
63. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		X	0	=	
<b>Needs Improvement/Developing</b>		X	.86	=	
<b>Effective</b>		X	1.72	=	
<b>Highly Effective</b>		X	2.00	=	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-5</b>	<b>Needs Improvement/Developing 6-9</b>	<b>Effective 10-12</b>	<b>Highly Effective 13-14</b>
<b>Summative Scale Value</b>				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**MEDIA SPECIALIST (Continued)**

<b>PROFESSIONAL LEARNING</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
64. Encourage and train faculty to incorporate library media resources into curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
65. Keep abreast of standards, guidelines, emerging practices, and innovations in library media programs and practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
66. Develop, maintain, and promote a collection of current professional resources for administrators and teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
67. Provide faculty training on the use of media resources and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
68. Inform faculty and administration about policies and procedures for handling challenges to instructional and library materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
69. Update professional skills and knowledge and keep abreast of recent developments in education, technology, and media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
70. Conduct a personal assessment periodically to determine professional growth needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
71. Participate in school data collection of input on principal's performance assessment program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>.75</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>1.50</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>1.75</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-5</b>	<b>Needs Improvement/Developing 6-9</b>	<b>Effective 10-12</b>	<b>Highly Effective 13-14</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**MEDIA SPECIALIST (Continued)**

<b>PROFESSIONAL RESPONSIBILITIES</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
72. Perform and fulfill professional responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
73. Demonstrate attention to punctuality, attendance, records, and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
74. Perform assigned duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
75. Maintain confidentiality of student and other professional information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
76. Exercise appropriate professional judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
77. Act in a professional and ethical manner and adhere at all times to the <i>Code of Ethics</i> and the <i>Principles of Professional Conduct of the Education Profession in Florida</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
78. Support and participate in school improvement initiatives, services, and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
79. Contribute to the overall mission of the school by supporting various school committees, programs, and services such as PTO/PTA, School Advisory Committee, text book selection, curriculum development, student activities, and accreditation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
80. Perform other incidental tasks consistent with the goals and objectives of this position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		X	0	=	
<b>Needs Improvement/Developing</b>		X	.67	=	
<b>Effective</b>		X	1.34	=	
<b>Highly Effective</b>		X	1.56	=	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-5</b>	<b>Needs Improvement/Developing 6-9</b>	<b>Effective 10-12</b>	<b>Highly Effective 13-14</b>
<b>Summative Scale Value</b>				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**MEDIA SPECIALIST (Continued)**

<b>STUDENT GROWTH AND ACHIEVEMENT</b>		<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>		<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
81. Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and /or student program classification.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Category Raw Score</b>	<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>Summative Scale Value</b>				

# SCHOOL DISTRICT OF HAMILTON COUNTY

## MEDIA SPECIALIST

### OBSERVATION AND DATA COLLECTION/ANALYSIS RUBRIC

#### PLANNING/PREPARATION

1. Identify, select, or develop short- and long-range goals and objectives for the media program based on student, faculty, and curriculum needs.
2. Select library and other instructional support materials to enhance learning consistent with the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs.
3. Use local, regional, state and national guidelines in planning for media collections and services.
4. Plan for the acquisition of materials and equipment which support the School Improvement Plan goals and which are necessary to support the media needs of students and staff.
5. Coordinate student use of library media center during the school day with school policy and procedure.
6. Participate in overall school curriculum planning and development.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>– Confident and competent in assigned content area/s and continues to seek out ways to expand knowledge level.</li> <li>– Selects goals and objectives based on content standards and needs of students.</li> <li>– Sequences strategies and activities to create lessons that are rigorous and relevant.</li> <li>– Clearly articulates how learning outcomes are aligned with goals, objectives and content standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Highly qualified in assigned content area.</li> <li>– Goals and objectives are aligned with the district and state curriculum standards.</li> <li>– Seeks ways to utilize strategies and activities that will engage students with the content.</li> <li>– Learning outcomes are clearly and specifically articulated so students understand the plan and the reason for the activities.</li> </ul>	<ul style="list-style-type: none"> <li>– Is taking course work to become certified in content area.</li> <li>– Works with other members of the team to plan lessons that align with district and state content standards.</li> <li>– Learning outcomes are sometimes displayed so students can make the connection.</li> </ul>	<ul style="list-style-type: none"> <li>– Has little knowledge of subject area.</li> <li>– Relies on textbook organization to plan and prepare for the lesson.</li> </ul>

# **MEDIA SPECIALIST (Continued)**

<b>Organization</b>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year.</li> <li>– Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans.</li> <li>– Revisits long range plans as the year progresses.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some understanding of the district and state content standards and sometimes addresses them in lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>– Has looked at the district and state content standards but they are not a part of the long range or daily planning process.</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>– Has a deep understanding of how students learn and plans instructional activities so all students are actively involved in the learning process.</li> <li>– Researches literature to stay abreast of the latest innovative strategies and materials and seeks ways to embed them when planning for student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands how students learn and plans for the use of a variety of instructional strategies.</li> <li>– Does some research regarding increased student involvement and writes plans incorporating new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands that all students should be involved in the learning process and is beginning to plan accordingly some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not understand how students learn and pays little attention to active involvement by all students during the learning process.</li> </ul>

## MEDIA SPECIALIST (Continued)

<b>Assessments</b>	<ul style="list-style-type: none"> <li>– Utilizes diagnostic and summative assessments and a variety of assessment strategies to gather data to assist with decision making during planning.</li> <li>– Utilizes data from on-going assessments to revisit and revise plans to better serve student needs.</li> <li>– Allows students to assess themselves and to provide input into the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Diagnostic and summative assessments, and a variety of assessment strategies are used to gather data for consideration during planning.</li> <li>– A review of assessment data usually informs the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some knowledge of ongoing assessments to inform teaching and learning, but relies on end of the standardized tests most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>– Learning outcomes are seldom assessed except for standardized tests.</li> <li>– Plans are written and followed with little attention to student needs or outcomes during the process of the teaching unit.</li> </ul>
<b>Quality</b>	<ul style="list-style-type: none"> <li>– Plans lessons that address all state and district curriculum standards and assists other colleagues with planning and design.</li> <li>– Develops plans that are rigorous and demanding in content and involvement.</li> <li>– Makes connections to prior lessons, student interests or real world situations so that students have a context for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Plans lessons that address each state standard.</li> <li>– Finds ways for students to see coherence in what they are studying.</li> <li>– Plans lessons that require the use of higher level thinking skills.</li> <li>– Helps students make connections to prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Has read the state standards but relies on other sources, like textbooks or previous plans for developing lesson plans.</li> <li>– Sometimes plans include the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Lesson plans are incongruent with the state standards.</li> <li>– Plans deal with interaction of lower levels of knowledge.</li> </ul>

## MEDIA SPECIALIST (Continued)

CLASSROOM MANAGEMENT				
7. Develop schedules and organize resources to allow easy access to information and services. 8. Create an inviting, attractive, safe atmosphere conducive to learning. 9. Provide an atmosphere conducive to individual inquiry, research, study, and relaxation. 10. Establish and publicize standards for acceptable student behavior. 11. Develop a system of records which will provide an appropriate database for evaluating the use and distribution of the media collection and supporting materials. 12. Provide instruction on safety procedures and proper handling of materials and equipment. 13. Manage student conduct in a positive manner. 14. Promote student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities. 15. Arrange the physical environment to facilitate access to resources and learning activities. 16. Develop and implement policies and procedures necessary for the efficient and effective operation of the media center. 17. Administer media center budget based on program goals and objectives. 18. Maintain complete and accurate records as required by law, District policy, and administrative regulations. 19. Coordinate the selection and acquisition process for media resources and equipment. 20. Use accepted criteria and procedures for acquiring, retaining, and deleting materials in the media center. 21. Provide for the use, maintenance, repair, and inventory of all media center materials and equipment. 22. Provide for use of current technologies. 23. Ensure accessibility to resources.				
Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Learning Environment</b>	– Establishes a climate that empowers students to collaborate and maintain a positive, respectful and non-threatening learning environment.	– Maintains a positive, respectful and non-threatening learning environment.	– Recognizes factors necessary for a positive learning environment but has not implemented them.	– Interactions are often disrespectful, uncaring and negative.

## MEDIA SPECIALIST (Continued)

<b>Techniques</b>	<ul style="list-style-type: none"> <li>– Maintains academic focus through a variety of motivational techniques.</li> <li>– Students are actively engaged in the learning process and take responsibility for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Maintains academic focus through motivational techniques.</li> <li>– Students are actively engaged in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not consistently maintain academic focus.</li> <li>– Not all students are engaged in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Lacks academic focus.</li> <li>– Students are frequently off-task and not engaged in the learning process.</li> </ul>
<b>Efficiency/Time Management</b>	<ul style="list-style-type: none"> <li>– Maximizes time and minimizes interruptions by inculcating routines that are followed effortlessly by all students.</li> <li>– Transitions are smooth with students assuming responsibility; no instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes and posts routines but students require prompting to follow them.</li> <li>Transitions are smooth; little instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes routines but they are not followed by all students or maintained, occasionally resulting in the loss of instructional time.</li> <li>– Smooth transitions do not always occur, resulting in a loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established routines and instructional time is frequently lost for routine tasks and interruptions.</li> <li>– Transitions result in lost instructional time and behavior problems.</li> </ul>
<b>Behavior Management</b>	<ul style="list-style-type: none"> <li>– Anticipates student behavior and prevents problems.</li> <li>– A wide variety of appropriate and effective behavior management techniques have been established and utilized.</li> <li>– School rules, administrative regulations and Board policies are followed and enforced on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently monitors student behavior.</li> <li>– Appropriate and effective behavior management techniques have been established and utilized.</li> <li>– Administrative regulations and Board policies are followed and enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student behavior.</li> <li>– Behavior management techniques are not consistently applied, resulting in behavior problems.</li> <li>– Administrative regulations and Board policies are not consistently followed or enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely monitors student behavior.</li> <li>– Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students.</li> <li>– School and district rules and policies are not followed.</li> </ul>

# **MEDIA SPECIALIST (Continued)**

<b>Expectations</b>	– Clearly communicates and discusses high expectations for student behavior for all students. Students collaborate in the development of the standards and model expectations.	– Clearly communicates high expectations for student behavior to all students.	– Develops student standards of conduct and most students appear to understand them, although not all students adhere to them.	– Has not established or communicated standards of conduct for students.
<b>Supervision</b>	– Volunteers and/or assistants are productively and independently engaged throughout the entire media center, making a significant contribution to the learning environment.	– Volunteers and/or assistants are productively engaged throughout the entire media center, but require instructions and supervision.	– Volunteers and/or assistants are engaged during portions of the media center, but require frequent instructions and redirection.	– Volunteers and/or assistants have no clearly defined duties or are not actively engaged in the learning process.

**MEDIA SPECIALIST (Continued)**

<b>ASSESSMENT/EVALUATION</b>				
24. Identify and apply criteria appropriate for evaluating materials and equipment for varying student populations and needs. 25. Evaluate the efficiency and effectiveness of the media program. 26. Use evaluation results to improve media services. 27. Assist with responsibilities for school testing program by proctoring and scheduling space and by handling all test materials in a confidential and secure manner. 28. Solicit ongoing feedback from members of the school staff regarding the availability, use, and impact of media materials.				
<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>– Understands the value of standardized testing, strict directions and test security.</li> <li>– Students realize the importance of testing.</li> </ul>	<ul style="list-style-type: none"> <li>– Follows all directions for standardized testing and test security.</li> <li>– Talks with students about testing and the significance to the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Requires close supervision and follow up to ensure that standardized testing is carried out accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not value standardized testing and is compliant at best.</li> </ul>
<b>Diagnosis</b>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to beginning instruction and adjusts lesson plans and strategies accordingly.</li> <li>– Uses data from diagnostic measures to plan for ways to meet individual needs.</li> <li>– Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to instruction and adjusts lesson plans and instruction to meet student needs.</li> <li>– Uses data from ongoing diagnostic measures to more clearly align lesson design for the needs of groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to see the value in upfront diagnostic tools and occasionally will check with students prior to instruction.</li> <li>– Sometimes utilizes ongoing diagnostic strategies to inform lesson design during the course of a study.</li> </ul>	<ul style="list-style-type: none"> <li>– Begins instruction with the assumption that students should know the prior content.</li> <li>– Does not check for understanding or for diagnostic information during the course of a unit of study.</li> </ul>

### MEDIA SPECIALIST (Continued)

<b>Analysis</b>	<ul style="list-style-type: none"> <li>– Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding instructional planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Reviews available data to evaluate instructional planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Has collaborated with others regarding their instructional planning and teaching strategies, but has done little to initiate own instructional or program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not analyze own instructional planning, teaching strategies or program evaluation.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>– Uses a variety of methods to check for understanding throughout the lesson, and corrects, provides praise or reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently checks for understanding and reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Asks students if they understand during the lesson, but often does not follow up with individual feedback.</li> </ul>	<ul style="list-style-type: none"> <li>– Seldom checks for individual student understanding.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>– Executes a plan to clearly articulate media center policies to individual students, their parents and appropriate colleagues.</li> <li>– Communicates with stakeholders on a regular and timely basis and in a variety of formats.</li> </ul>	<ul style="list-style-type: none"> <li>– Articulates media center policies to individual students, their parents, and appropriate colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Provides media center policies to students and asks them to take it home to their parents.</li> <li>– Meets with colleagues as required by administration.</li> </ul>	<ul style="list-style-type: none"> <li>– Media center policies are posted and it is the students' responsibility to review them and tell their parents.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>– Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students.</li> <li>– Students have bought into goal setting and have developed strategies and a monitoring system for holding themselves accountable for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>– Models the goal setting process by sharing professional goals, strategies and monitoring system with students.</li> <li>– Asks students to write individual goals and monitors their plans so they are knowledgeable about their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Encourages students to do their best and check their work prior to grading.</li> </ul>	<ul style="list-style-type: none"> <li>– Permits students to move along in the instructional process regardless.</li> </ul>

**MEDIA SPECIALIST (Continued)**

<b>Expectations</b>	<ul style="list-style-type: none"><li>– Communicates, posts, explains lesson expectations clearly so students know what is expected.</li><li>– Checks for understanding of expectations regularly.</li></ul>	<ul style="list-style-type: none"><li>– Posts lesson expectations so students will know what is expected.</li></ul>	<ul style="list-style-type: none"><li>– Tells students what is expected and occasionally posts an example from a previous class.</li></ul>	<ul style="list-style-type: none"><li>– Expects students to read the text and follow the directions without expectations clarified or posted.</li></ul>
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**MEDIA SPECIALIST (Continued)**

<b>STUDENT INSTRUCTIONAL ENGAGEMENT</b>				
<p>29. Foster mutual respect between students and adults.</p> <p>30. Accept and value students from various cultures.</p> <p>31. Communicate with students in a positive manner.</p> <p>32. Instruct, assign, and supervise support staff and volunteers.</p> <p>33. Encourage the use of on-line reference tools, the Internet, and computer sources.</p> <p>34. Develop an effective public relations program to promote media resources and programs.</p> <p>35. Comply with copyright laws and inform faculty and students of the laws and their application to educational institutions.</p> <p>36. Teach library media skills in collaboration with teachers to support classroom instruction.</p> <p>37. Use a variety of instructional strategies to address different learning styles and ability levels of students.</p> <p>38. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds and special needs.</p> <p>39. Provide instruction in use of resources, services, and equipment.</p> <p>40. Assist students and staff in the use and production of media.</p> <p>41. Provide reference assistance for students and faculty.</p> <p>42. Assist students and faculty in identifying, locating, and interpreting information and resources housed in the media center and outside the physical boundaries of the school.</p> <p>43. Demonstrate knowledge and understanding of a broad curriculum base.</p> <p>44. Apply principles of learning and effective teaching in instructional delivery.</p> <p>45. Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities.</p> <p>46. Use appropriate materials, technology, and resources to help meet learning needs of all students.</p> <p>47. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.</p>				
<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>

## MEDIA SPECIALIST (Continued)

<b>Goal Focus</b>	<ul style="list-style-type: none"> <li>– Clearly demonstrates to students what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Gives students a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Relates the main learning objectives of each lesson to students. Outcomes are not always correlated with state and district standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Begins lesson without sharing students goals, objectives or outcomes. Students are confused as to the purpose of the lesson.</li> </ul>
<b>Knowledge of Content</b>	<ul style="list-style-type: none"> <li>– Displays extensive content knowledge with evidence of the most current information in the content area.</li> <li>– Fully explains concepts and connects content to other areas, student experiences and interests or to current events.</li> <li>– Sparks student excitement and interest in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates content knowledge and delivers content that is factually correct.</li> <li>– Content is clear and well-organized and key points or main ideas are emphasized.</li> <li>– Connects the content to other parts of the discipline or other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Has gaps in content knowledge.</li> <li>– Content is factually correct but explanations lack clarity and content is not well organized.</li> <li>– Does not emphasize key points or make connections to other parts of the discipline or with other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Makes content errors; explanations are unclear and fails to build student understanding of key concepts.</li> <li>– Does not make connections to other areas or disciplines.</li> <li>– Students are confused but instruction continues as planned.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting instruction to meet individual needs.</li> <li>– Students participate in forming their own academic goals and analyzing their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting instruction to meet classroom needs.</li> <li>– Students value academic success as evidenced by the quality of their work.</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts instruction to meet individual student needs.</li> <li>– Students may occasionally spend time off-task or give up when work is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not establish or communicate high expectations for learning and achievement.</li> <li>– There is no evidence of adjusting and adapting instruction to meet individual needs.</li> <li>– Students may demonstrate a lack of interest in their work and be afraid to take on new challenges or risk failure.</li> </ul>

## MEDIA SPECIALIST (Continued)

<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>– Selects highly effective strategies, materials and groupings to involve and motivate all students.</li> <li>– Consistently utilizes current research and new and innovative instructional materials.</li> <li>– Seeks out and integrates technology to maximize student learning.</li> <li>– Incorporates a variety of activities designed to foster higher level thinking and problem solving.</li> <li>– All students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Selects effective strategies, materials and groupings to foster student learning.</li> <li>– Utilizes available technology and has students think about, discuss and use the ideas and skills being taught.</li> <li>– Incorporates activities designed to foster higher level thinking and problem solving.</li> <li>– Students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a limited inventory of classroom strategies, materials and groupings with mixed success.</li> <li>– Understands the importance of technology but does not incorporate it into lessons effectively.</li> <li>– Lessons do not actively involve all students in learning activities or incorporate higher level thinking.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses only one or two teaching strategies or types of materials and fails to reach most students.</li> <li>– Rarely incorporates technology into lessons.</li> <li>– Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.</li> </ul>
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## MEDIA SPECIALIST (Continued)

<b>Monitoring and Feedback</b>	<ul style="list-style-type: none"> <li>– Utilizes multiple formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Feedback is consistently provided in a timely manner and is of high quality.</li> <li>– Creates opportunities for learners to monitor and analyze their own progress.</li> <li>– Makes ongoing adjustments in teaching strategies based upon individual student learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes standardized formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Provides learners timely and consistent feedback.</li> <li>– Monitors classroom performance and adjusts teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to consistently use formative and summative instruments to assess student understanding and mastery of content.</li> <li>– Understands the importance of feedback but fails to consistently provide high quality content in a timely manner.</li> <li>– Does not always adjust instruction based upon results.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student learning. Provides poor quality or late feedback.</li> <li>– There is no evidence that instructional strategies are adjusted or modified based upon feedback.</li> </ul>
<b>Individual Student Needs</b>	<ul style="list-style-type: none"> <li>– Skillfully meets the learning needs and accommodates the learning styles of individual students by differentiating and scaffolding.</li> <li>– Displays knowledge of the learning needs and accommodations for all students, including those with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Differentiates and scaffolds instruction to accommodate most students' learning needs.</li> <li>– Makes appropriate accommodations for ELL and IEP students so that they can be engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Attempts to accommodate students with special needs, but meets with mixed success.</li> <li>– May miss opportunities to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to provide differentiated instruction for students with special needs.</li> <li>– Displays little knowledge of student needs.</li> </ul>

**MEDIA SPECIALIST (Continued)**

<b>Intervention</b>	<ul style="list-style-type: none"><li>– Is well educated on the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Constantly monitors students' behavior and physical condition and acts promptly when signs are observed or conditions reported to the teacher.</li></ul>	<ul style="list-style-type: none"><li>– Is educated on the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Acts promptly when signs are observed or conditions reported to the teacher.</li></ul>	<ul style="list-style-type: none"><li>– Is aware of some of the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Fails to pick up on signs of distress or abuse or does not consistently report this in a timely manner.</li></ul>	<ul style="list-style-type: none"><li>– Is unaware of the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Fails to pick up on signs of distress or abuse and does not report these as required.</li></ul>
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**MEDIA SPECIALIST (Continued)**

<b>TECHNOLOGY</b>				
48. Use technology resources effectively. 49. Use appropriate technology in instructional delivery. 50. Use technology to establish an atmosphere of active learning. 51. Provide students with opportunities to use technology to gather and share information with others. 52. Facilitate student access to the use of electronic resources. 53. Explore and evaluate new technologies and their educational impact. 54. Use technology to review student assessment data. 55. Use technology for administrative tasks. 56. Assist classroom teachers with the effective use of technology.				
<b>Performance Requirement</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>– Seeks out and envisions novel ways for using technology to deliver content.</li> <li>– Uses technology to earn students interest and desire to continue with the learning task.</li> <li>– Uses technology to design lessons that are rigorous and relevant.</li> <li>– Uses technology to maximize learning.</li> <li>– Technology use is seamless in lesson design, delivery and student use.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to deliver content in a variety of ways.</li> <li>– Realizes that technology use will increase student interest.</li> <li>– Uses technology to increase the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to explore the occasional use of technology to engage students in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology for mundane tasks like copying sentences or filling in the blank type answers from an overhead projector or projection device.</li> </ul>

## MEDIA SPECIALIST (Continued)

<b>Engagement</b>	<ul style="list-style-type: none"> <li>- Seeks out ways for students to use their own technologies (smart phones, iPads/tablets and others) in the learning process.</li> <li>- Collaborates with others to create ways for students to become authentically engaged in the learning process through the use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborates with other teachers to plan lessons that are interesting and challenging by using technology to solve real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Realizes that students like to use technology and is beginning to explore ways to integrate technology into the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>- Is beginning to explore available technology.</li> <li>- Has not figured out how to use technology in the instructional process and continue to maintain discipline in the classroom.</li> </ul>
<b>Professional Growth</b>	<ul style="list-style-type: none"> <li>- Is on the cutting edge of technology exploration and implementation.</li> <li>- Regularly seeks out new technologies and shares information with administrators and colleagues.</li> <li>- Searches for ways to collaborate with others (business, other educational institutions, schools) and shares information with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>- Reads articles and attends trainings where new technologies and new uses for technology are explored.</li> <li>- Often tries new ideas in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands the need to learn more about technology and its use in the school setting and will cooperate when asked.</li> </ul>	<ul style="list-style-type: none"> <li>- Is overwhelmed at the fast pace with which technology is changing.</li> <li>- Finds it difficult to relate to today's technology savvy students.</li> </ul>

## MEDIA SPECIALIST (Continued)

<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>– Uses technology to gather, analyze and make sense of data.</li> <li>– Meets with colleagues to address concerns, look for trends and to celebrate successes.</li> <li>– Utilizes data when making instructional decisions that address individual student needs.</li> <li>– Utilizes data to make instructional decisions and inform parents regarding student progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to record, analyze and review student assessment data.</li> <li>– Shares data analysis with students, their parents and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Records and reviews data, and uses data for planning purposes.</li> <li>– Looks at whole class data and seldom applies data to the individual student.</li> </ul>	<ul style="list-style-type: none"> <li>– Records data as required.</li> </ul>
<b>Record Keeping and Communication</b>	<ul style="list-style-type: none"> <li>– Efficiently and effectively uses technology for communication within the school, between schools and beyond.</li> <li>– Uses technology to create avenues for parental involvement in the media center.</li> <li>– Maintains accurate and timely records, assisting others with proven record keeping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and effective manner with colleagues.</li> <li>– Collaborates with others to solve problems.</li> <li>– Fulfills all administrative record keeping requirements in a timely and accurate manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to use technology as a tool for some administrative tasks.</li> <li>– Sometimes uses the computer for communication.</li> <li>– Occasionally fails to complete reports on time or accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Finds the use of technology a burden.</li> <li>– Is troubled by the significant amount of time involved to learn a new computer program or system.</li> <li>– Frequently fails to complete reports on time or accurately.</li> </ul>

**MEDIA SPECIALIST (Continued)**

**COLLABORATION**

- 57. Plan with teachers and instructional leaders to develop curriculum and integrate media/information skills into the school program.
- 58. Participate in grade level, team, or department meetings as needed.
- 59. Collaborate with teachers to support instructional goals and objectives.
- 60. Assist teachers in selecting the best medium for instructional activities.
- 61. Work with other faculty to identify creative uses of resources.
- 62. Maintain contact with other library, education, and information agencies.
- 63. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

# **MEDIA SPECIALIST (Continued)**

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Students and Families</b>	<ul style="list-style-type: none"> <li>–Initiates and maintains a positive collaborative relationship with parents and families including difficult to reach parents.</li> <li>–Provides leadership in working collaboratively with parents to improve student performance and/or behavior.</li> <li>–Provides frequent information to parents about the media center and their student’s progress. Students participate in preparing materials for their families.</li> <li>–Deals immediately and successfully with parent concerns and makes parents feel welcome.</li> <li>–Written and oral communications are exemplary.</li> </ul>	<ul style="list-style-type: none"> <li>–Communicates in a timely and consistent manner with parents for the benefit of students.</li> <li>–Works collaboratively with parents to improve student performance and/or behavior.</li> <li>–Provides frequent information to parents about the media center and their student’s progress.</li> <li>–Returns parent phone calls and emails promptly and makes parents feel welcome in the school.</li> <li>–Written and oral communication is always informative and expressed in standard English.</li> </ul>	<ul style="list-style-type: none"> <li>–Communications to parents are sporadic and inconsistent.</li> <li>–Works collaboratively with parents only when directed to do so.</li> <li>–Provides parents the minimum information concerning the media center and their student’s progress.</li> <li>–Is slow to respond to parent concerns and does not try to make them feel welcome at school.</li> <li>–Written and oral communications contain occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>–Frequently fails to communicate with parents concerning the media center or their students’ progress.</li> <li>–Fails to return parent phone calls or work collaboratively with parents.</li> <li>–Makes parents feel unwelcome at school.</li> <li>–Written and oral communications frequently contain errors.</li> </ul>
<b>Other Professionals</b>	<ul style="list-style-type: none"> <li>–Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>–Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>–Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so.</li> </ul>	<ul style="list-style-type: none"> <li>–Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>

### MEDIA SPECIALIST (Continued)

<b>Teamwork</b>	<ul style="list-style-type: none"><li>– Continually provides leadership in the development of and/or implementation of standards.</li><li>– Initiates the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Participates in team planning to implement state/district standards.</li><li>– Participates in the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Is occasionally absent from team meetings and planning sessions.</li><li>– Rarely shares ideas or resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Rarely participates in team meetings or planning sessions.</li><li>– Provides almost no ideas or resources for team members.</li></ul>
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**MEDIA SPECIALIST (Continued)**

<b>PROFESSIONAL LEARNING</b>				
<p>64. Encourage and train faculty to incorporate library media resources into curriculum.</p> <p>65. Keep abreast of standards, guidelines, emerging practices, and innovations in library media programs and practices.</p> <p>66. Develop, maintain, and promote a collection of current professional resources for administrators and teachers.</p> <p>67. Provide faculty training on the use of media resources and equipment.</p> <p>68. Inform faculty and administration about policies and procedures for handling challenges to instructional and library materials.</p> <p>69. Update professional skills and knowledge and keep abreast of recent developments in education, technology, and media.</p> <p>70. Conduct a personal assessment periodically to determine professional growth needs.</p> <p>71. Participate in school data collection of input on principal's performance assessment program.</p>				
<b>Performance Responsibilities</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>– Meets with colleagues at least weekly to review student work, design lessons or share curriculum information.</li> <li>– Regularly meets, and often leads colleagues in the review of data for planning purposes.</li> <li>– Often leads and shares pertinent information at Professional Learning Community meetings.</li> <li>– Opens media center doors and models effective techniques and strategies for colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Meets with colleagues weekly to review data and plan.</li> <li>– Regularly meets with colleagues to discuss lesson design and student work.</li> <li>– Actively participates at Professional Learning Community meetings.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings as required.</li> <li>– Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings but rarely contributes.</li> <li>– Sees little value in collaboration.</li> </ul>

# **MEDIA SPECIALIST (Continued)**

<b>Leadership Contributions</b>	<ul style="list-style-type: none"> <li>– Continually seeks out ways to become a more effective teacher.</li> <li>– Creates opportunities to provide professional development for colleagues.</li> <li>– Represents the faculty at meetings and training sessions.</li> <li>– Assumes responsibility for disseminating information to the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with colleagues to plan and present workshops.</li> <li>– Serves on committees and shares information with others.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends professional development activities but does not serve in a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends meetings, professional development as required but seldom relates new information to professional growth.</li> </ul>
<b>Self Assessment</b>	<ul style="list-style-type: none"> <li>– Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes.</li> <li>– Routinely monitors strategies to assure that progress is being made toward goal attainment.</li> <li>– Gathers data and talks with colleagues about findings.</li> </ul>	<ul style="list-style-type: none"> <li>– Conducts a self assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan.</li> <li>– Aligns learning opportunities to focus on selected goals.</li> </ul>	<ul style="list-style-type: none"> <li>– Recognizes the need to continuously improve and conducts a self assessment.</li> <li>– Writes personal goals that focus on improving teaching.</li> <li>– Looks for evidence of goal attainment at the end of the semester/year.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to conduct a self assessment or to write goals as required.</li> </ul>

## MEDIA SPECIALIST (Continued)

### PROFESSIONAL RESPONSIBILITIES

- 72. Perform and fulfill professional responsibilities.
- 73. Demonstrate attention to punctuality, attendance, records, and reports.
- 74. Perform assigned duties.
- 75. Maintain confidentiality of student and other professional information.
- 76. Exercise appropriate professional judgment.
- 77. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
- 78. Support and participate in school improvement initiatives, services, and programs.
- 79. Contribute to the overall mission of the school by supporting various school committees, programs, and services such as PTO/PTA, School Advisory Committee, textbook selection, curriculum development, student activities, and accreditation.
- 80. Perform other incidental tasks consistent with the goals and objectives of this position.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Reliability</b>	– Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments.	– Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.	– Occasionally is late or fails to complete assigned tasks. Makes errors in records.	– Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.

# **MEDIA SPECIALIST (Continued)**

<b>Judgment/ Professionalism</b>	<ul style="list-style-type: none"> <li>– Is always ethical and honest and uses impeccable judgment.</li> <li>– Always observes appropriate boundaries and respects confidentially.</li> <li>– Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Is ethical and honest and uses good judgment.</li> <li>– Maintains appropriate boundaries and student confidentially.</li> <li>– Actively participates in team or departmental decision-making and observes professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Sometimes uses questionable judgment and is less than completely honest and direct.</li> <li>– Sometimes violates boundaries and occasionally discloses student information.</li> <li>– Participates in team or departmental decision-making but decisions are not always based on professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest.</li> <li>– Violates appropriate boundaries and discloses student information.</li> <li>– Makes decisions based solely on self interests.</li> </ul>
<b>Contributions</b>	<ul style="list-style-type: none"> <li>– Serves as a leader in at least one aspect of the school and is an important member of teacher teams and committees.</li> <li>– Is a leader for one or more school activities.</li> <li>– Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>– Is a positive team member and volunteers to serve on committees and attend school activities.</li> <li>– Contributes ideas and expertise to accomplish the overall mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely serves on committees or attends school activities.</li> <li>– Rarely contributes ideas to improve the school or support its mission.</li> </ul>	<ul style="list-style-type: none"> <li>– Declines invitations to serve on committees or attend school activities.</li> <li>– Never contributes ideas to improve the school or support its mission.</li> <li>– Actions are inconsistent with the school's school improvement plan or the school's mission.</li> </ul>

**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**OCCUPATIONAL THERAPIST**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS FORM**

Name \_\_\_\_\_ Position \_\_\_\_\_ Employee # \_\_\_\_\_

Subject/Course \_\_\_\_\_ School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

Comments of the Evaluator \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Comments of the Evaluatee \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Information from parents was collected and analyzed in the preparation of this report. ☐ Yes ☐ No

This evaluation has been discussed with me. ☐ Yes ☐ No

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

**Signature does not necessarily indicate agreement with this evaluation.**

# OCCUPATIONAL THERAPIST (Continued)

PLANNING/PREPARATION	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
1. Develop a plan of care with specific instructions to students, teachers, other professionals, parents and other participants on an interdisciplinary team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Participate in developing Individual Education Plans (IEPs) goals, and objectives that reflect student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identify and select appropriate materials and equipment for therapy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Establish schedules for therapy sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	2.00	=	
Effective		X	4.00	=	
Highly Effective		X	5.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

# OCCUPATIONAL THERAPIST (Continued)

CLASSROOM MANAGEMENT	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
5. Establish and maintain effective and efficient record keeping procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Maintain accurate records and data collection to document students' progress, including requirements for Medicaid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Complete and submit Medicaid forms for eligible students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Use time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Manage materials and equipment effectively and safely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Establish and maintain a positive, organized and safe environment for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Use technology resources effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.15	=	
Effective		X	2.29	=	
Highly Effective		X	2.86	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

OCCUPATIONAL THERAPIST (Continued)

ASSESSMENT/EVALUATION	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
12. Evaluate students' physical and cognitive needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Write evaluations and interim progress reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Reevaluate short-term objectives and revise as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Use standardized assessment tools and clinical observations to screen, evaluate and reassess students' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.75	=	
Effective		X	3.50	=	
Highly Effective		X	4.50	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-6	Needs Improvement/Developing 7-10	Effective 11-14	Highly Effective 15-18
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

OCCUPATIONAL THERAPIST (Continued)

STUDENT INSTRUCTIONAL ENGAGEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
16. Implement the plan of care for eligible students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Implement activities focused on improving skills needed to address specific problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Provide for the development, improvement or restoration of sensory-motor, oral-motor, perceptual or neuromuscular functioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Provide intervention directed toward improving daily living skills, work readiness/ performance, play skills or enhancing educational performance skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Provide and recommend assistive technology, adaptive equipment, or environmental modifications as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Provide for student services as recommended in the IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.72	=	
Effective		X	3.43	=	
Highly Effective		X	4.29	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-11	Needs Improvement/Developing 12-18	Effective 19-24	Highly Effective 25-30
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

# OCCUPATIONAL THERAPIST (Continued)

TECHNOLOGY	Performance Values (Check)				Observation Code*
	U	NI/D	E	HE	Indicate all that apply
<b>Performance Responsibilities</b>					
23. Use appropriate technology in instructional delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Use technology to establish an atmosphere of active learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Provide students with opportunities to use technology to gather and share information with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Facilitate student access to the use of electronic resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Explore and evaluate new technologies and their educational impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Use technology to review student assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Use technology for administrative tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.15	=	
Effective		X	2.29	=	
Highly Effective		X	2.86	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

# OCCUPATIONAL THERAPIST (Continued)

COLLABORATION	Performance Values (Check)				Observation Code*
	U	NI/D	E	HE	Indicate all that apply
<b>Performance Responsibilities</b>					
30. Communicate effectively, orally and in writing, with other professionals, students, parents, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Correspond with sponsoring physicians as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Participate in IEP meetings and other student-related conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Provide families, employees, and other professionals with consultation and instruction in therapeutic intervention that carry over into daily activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. Consult with teachers, parents, and other IEP committee members to ensure that students' needs are being met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35. Establish and maintain a positive, collaborative relationship with students' families to increase student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.00	=	
Effective		X	2.00	=	
Highly Effective		X	2.34	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**OCCUPATIONAL THERAPIST (Continued)**

<b>PROFESSIONAL LEARNING</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
36. Engage in continuing improvement of professional knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37. Assist others in acquiring knowledge and understanding of particular area of responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. Participate in school data collection of teacher input on principal's performance assessment program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>1.20</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>2.40</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>2.80</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-5</b>	<b>Needs Improvement/Developing 6-9</b>	<b>Effective 10-12</b>	<b>Highly Effective 13-14</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

OCCUPATIONAL THERAPIST (Continued)

PROFESSIONAL RESPONSIBILITIES	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
41. Model professional and ethical conduct at all times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. Perform all professional responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. Prepare required reports and maintain all appropriate records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
44. Maintain confidentiality of student and other professional information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
45. Comply with policies, procedures, and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
46. Support school and district goals and priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
47. Perform other tasks consistent with the goals and objectives of this position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.86	=	
Effective		X	1.72	=	
Highly Effective		X	2.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**OCCUPATIONAL THERAPIST (Continued)**

STUDENT GROWTH AND ACHIEVEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
48. Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and /or student program classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category Raw Score	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**OCCUPATIONAL THERAPIST**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS RUBRIC**

**PLANNING/PREPARATION**

1. Develop a plan of care with specific instructions to students, teachers, other professionals, parents and other participants on an interdisciplinary team.
2. Participate in developing Individual Education Plans (IEPs) goals, and objectives that reflect student needs.
3. Identify and select appropriate materials and equipment for therapy.
4. Establish schedules for therapy sessions.

Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>– Confident and competent in assigned content area/s and continues to seek out ways to expand knowledge level.</li> <li>– Selects goals and objectives based on content standards and needs of students.</li> <li>– Sequences strategies and activities to create therapy sessions that are rigorous and relevant.</li> <li>– Clearly articulates how therapy outcomes are aligned with goals, objectives and content standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Highly qualified in assigned content area.</li> <li>– Goals and objectives are aligned with the district and state curriculum standards.</li> <li>– Seeks ways to utilize strategies and activities that will engage students with the content.</li> <li>– Therapy outcomes are clearly and specifically articulated so students understand the plan and the reason for the activities.</li> </ul>	<ul style="list-style-type: none"> <li>– Is taking course work to become certified in content area.</li> <li>– Works with other members of the team to plan therapy sessions that align with district and state content standards.</li> <li>– Therapy outcomes are sometimes displayed so students can make the connection.</li> </ul>	<ul style="list-style-type: none"> <li>– Has little knowledge of subject area.</li> <li>– Relies on textbook organization to plan and prepare for the therapy session.</li> </ul>

## OCCUPATIONAL THERAPIST (Continued)

<b>Organization</b>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year.</li> <li>– Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans.</li> <li>– Revisits long range plans as the year progresses.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some understanding of the district and state content standards and sometimes addresses them in therapy sessions.</li> </ul>	<ul style="list-style-type: none"> <li>– Has looked at the district and state content standards but they are not a part of the long range or daily planning process.</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>– Has a deep understanding of how students learn and plans therapy activities so all students are actively involved in the learning process.</li> <li>– Researches literature to stay abreast of the latest innovative strategies and materials and seeks ways to embed them when planning for student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands how students learn and plans for the use of a variety of therapy strategies.</li> <li>– Does some research regarding increased student involvement and writes plans incorporating new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands that students should be involved in the therapy process and is beginning to plan accordingly some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not understand how students learn and pays little attention to active involvement by students during the therapy process.</li> </ul>

## OCCUPATIONAL THERAPIST (Continued)

<b>Assessments</b>	<ul style="list-style-type: none"> <li>– Utilizes diagnostic and summative assessments and a variety of assessment strategies to gather data to assist with decision making during planning.</li> <li>– Utilizes data from on-going assessments to revisit and revise plans to better serve student needs.</li> <li>– Allows students to assess themselves and to provide input into the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Diagnostic and summative assessments, and a variety of assessment strategies are used to gather data for consideration during planning.</li> <li>– A review of assessment data usually informs the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some knowledge of ongoing assessments to inform teaching and learning, but relies on standardized tests most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>– Learning outcomes are seldom assessed except for standardized tests.</li> <li>– Plans are written and followed with little attention to student needs or outcomes during the process of the therapy session.</li> </ul>
<b>Quality</b>	<ul style="list-style-type: none"> <li>– Plans therapy sessions that address all state and district curriculum standards and assists other colleagues with planning and design.</li> <li>– Develops plans that are rigorous and demanding in content and involvement.</li> <li>– Makes connections to prior lessons, student interests or real world situations so that students have a context for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Plans therapy sessions that address each state standard.</li> <li>– Finds ways for students to see coherence in what they are studying.</li> <li>– Plans therapy sessions that require the use of higher level thinking skills.</li> <li>– Helps students make connections to prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Has read the state standards but relies on other sources, like textbooks or previous plans for developing therapy sessions.</li> <li>– Sometimes plans include the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Therapy sessions are incongruent with the state standards.</li> <li>– Plans deal with interaction of lower levels of knowledge.</li> </ul>

## OCCUPATIONAL THERAPIST (Continued)

CLASSROOM MANAGEMENT				
5. Establish and maintain effective and efficient record keeping procedures. 6. Maintain accurate records and data collection to document students' progress, including requirements for Medicaid. 7. Complete and submit Medicaid forms for eligible students. 8. Use time effectively. 9. Manage materials and equipment effectively and safely. 10. Establish and maintain a positive, organized and safe environment for students. 11. Use technology resources effectively.				
Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Learning Environment</b>	– Establishes a climate that empowers students to collaborate and maintain a positive, respectful and non-threatening learning environment.	– Maintains a positive, respectful and non-threatening learning environment.	– Recognizes factors necessary for a positive learning environment but has not implemented them.	– Interactions are often disrespectful, uncaring and negative.
<b>Techniques</b>	– Maintains academic focus through a variety of motivational techniques. – Students are actively engaged in the therapy process and take responsibility for their learning.	– Maintains academic focus through motivational techniques. – Students are actively engaged in the therapy process.	– Does not consistently maintain academic focus. – Not all students are engaged in the therapy process.	– Lacks academic focus. – Students are frequently off-task and not engaged in the therapy process.

## OCCUPATIONAL THERAPIST (Continued)

<b>Efficiency/Time Management</b>	<ul style="list-style-type: none"> <li>– Maximizes therapy time and minimizes interruptions by inculcating classroom routines that are followed effortlessly by all students.</li> <li>– Transitions are smooth with students assuming responsibility; no therapy time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes and posts routines but students require prompting to follow them.</li> <li>– Transitions are smooth; little therapy time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes routines but they are not followed by all students or maintained, occasionally resulting in the loss of therapy time.</li> <li>– Smooth transitions do not always occur, resulting in a loss of therapy time.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established routines and therapy time is frequently lost for routine tasks and interruptions.</li> <li>– Transitions result in lost therapy time and behavior problems.</li> </ul>
<b>Behavior Management</b>	<ul style="list-style-type: none"> <li>– Anticipates student behavior and prevents problems.</li> <li>– A wide variety of appropriate and effective behavior management techniques have been established and utilized.</li> <li>– School rules, administrative regulations and Board policies are followed and enforced on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently monitors student behavior.</li> <li>– Appropriate and effective behavior management techniques have been established and utilized.</li> <li>– Administrative regulations and Board policies are followed and enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student behavior.</li> <li>– Behavior management techniques are not consistently applied, resulting in behavior problems.</li> <li>– Administrative regulations and Board policies are not consistently followed or enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely monitors student behavior.</li> <li>– Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students.</li> <li>– School and district rules and policies are not followed.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Clearly communicates and discusses high expectations for student behavior for all students. Students collaborate in the development of the standards and model expectations.</li> </ul>	<ul style="list-style-type: none"> <li>– Clearly communicates high expectations for student behavior to all students.</li> </ul>	<ul style="list-style-type: none"> <li>– Develops student standards of conduct and most students appear to understand them, although not all students adhere to them.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established or communicated standards of conduct for students.</li> </ul>

**OCCUPATIONAL THERAPIST (Continued)**

<b>Supervision</b>	– Volunteers and/or assistants are productively and independently engaged, making a significant contribution to the learning environment.	– Volunteers and/or assistants are productively engaged, but require instructions and supervision.	– Volunteers and/or assistants are engaged, but require frequent instructions and redirection.	– Volunteers and/or assistants have no clearly defined duties or are not actively engaged.
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# **OCCUPATIONAL THERAPIST (Continued)**

<b>ASSESSMENT/EVALUATION</b>				
12. Evaluate students' physical and cognitive needs. 13. Write evaluations and interim progress reports. 14. Reevaluate short-term objectives and revise as needed. 15. Use standardized assessment tools and clinical observations to screen, evaluate and reassess students' needs.				
<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>– Understands the value of standardized testing, strict directions and test security.</li> <li>– Students realize the importance of testing.</li> </ul>	<ul style="list-style-type: none"> <li>– Follows all directions for standardized testing and test security.</li> <li>– Talks with students about testing and the significance to the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Requires close supervision and follow up to ensure that standardized testing is carried out accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not value standardized testing and is compliant at best.</li> </ul>
<b>Diagnosis</b>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to beginning therapy and adjusts lesson plans and strategies accordingly.</li> <li>– Uses data from diagnostic measures to plan for ways to meet individual needs.</li> <li>– Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to therapy and adjusts lesson plans and instruction to meet student needs.</li> <li>– Uses data from ongoing diagnostic measures to more clearly align therapy sessions for the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to see the value in upfront diagnostic tools and occasionally will check with students prior to instruction.</li> <li>– Sometimes utilizes ongoing diagnostic strategies to inform therapy session during the course of a study.</li> </ul>	<ul style="list-style-type: none"> <li>– Begins therapy with the assumption that students should know the prior content.</li> <li>– Does not check for understanding or for diagnostic information during the course of a therapy session.</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>– Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding therapy planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Reviews available data to evaluate therapy planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Has collaborated with others regarding their therapy planning and teaching strategies, but has done little to initiate own instructional or program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not analyze own therapy planning, teaching strategies or program evaluation.</li> </ul>

## OCCUPATIONAL THERAPIST (Continued)

<b>Understanding</b>	<ul style="list-style-type: none"> <li>– Uses a variety of methods to check for understanding throughout the therapy, and corrects, provides praise or reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently checks for understanding and reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Asks students if they understand during the therapy, but often does not follow up with individual feedback.</li> </ul>	<ul style="list-style-type: none"> <li>– Seldom checks for individual student understanding.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>– Executes a plan to clearly articulate progress to individual students, their parents and appropriate colleagues.</li> <li>– Communicates with stakeholders on a regular and timely basis and in a variety of formats.</li> </ul>	<ul style="list-style-type: none"> <li>– Articulates progress to individual students, their parents, and appropriate colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Provides data to students and asks them to take it home to their parents.</li> <li>– Meets with colleagues as required by administration.</li> </ul>	<ul style="list-style-type: none"> <li>– It is the students' responsibility to tell their parents about their progress.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>– Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students.</li> <li>– Students have bought into goal setting and have developed strategies and a monitoring system for holding themselves accountable for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>– Models the goal setting process by sharing professional goals, strategies and monitoring system with students.</li> <li>– Asks students to write individual goals and monitors their plans so they are knowledgeable about their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Encourages students to do their best and check their work prior to grading.</li> </ul>	<ul style="list-style-type: none"> <li>– Permits students to move along in the therapy process regardless.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Communicates, posts, explains therapy expectations clearly so students know what is expected.</li> <li>– Checks for understanding of expectations regularly.</li> </ul>	<ul style="list-style-type: none"> <li>– Posts therapy expectations so students will know what is expected.</li> </ul>	<ul style="list-style-type: none"> <li>– Tells students what is expected and occasionally posts an example from a previous class.</li> </ul>	<ul style="list-style-type: none"> <li>– Expects students to follow the directions without expectations clarified or posted.</li> </ul>

# **OCCUPATIONAL THERAPIST (Continued)**

## **STUDENT INSTRUCTIONAL ENGAGEMENT**

16. Implement the plan of care for eligible students.
17. Implement activities focused on improving skills needed to address specific problems.
18. Provide for the development, improvement or restoration of sensory-motor, oral-motor, perceptual or neuromuscular functioning.
19. Provide intervention directed toward improving daily living skills, work readiness/performance, play skills or enhancing educational performance skills.
20. Provide and recommend assistive technology, adaptive equipment, or environmental modifications as needed.
21. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting action.
22. Provide for student services as recommended in the IEP.

<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>
<b>Goal Focus</b>	<ul style="list-style-type: none"> <li>– Clearly demonstrates to students what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Gives students a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Relates the main learning objectives of each therapy session to students. Outcomes are not always correlated with state and district standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Begins therapy without sharing students goals, objectives or outcomes. Students are confused as to the purpose of the therapy.</li> </ul>
<b>Knowledge of Content</b>	<ul style="list-style-type: none"> <li>– Displays extensive content knowledge with evidence of the most current information in the content area.</li> <li>– Fully explains concepts and connects content to other areas, student experiences and interests or to current events.</li> <li>– Sparks student excitement and interest in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates content knowledge and delivers content that is factually correct.</li> <li>– Content is clear and well-organized and key points or main ideas are emphasized.</li> <li>– Connects the content to other parts of the discipline or other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Has gaps in content knowledge.</li> <li>– Content is factually correct but explanations lack clarity and content is not well organized.</li> <li>– Does not emphasize key points or make connections to other parts of the discipline or with other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Makes content errors; explanations are unclear and fails to build student understanding of key concepts.</li> <li>– Does not make connections to other areas or disciplines.</li> <li>– Students are confused but therapy continues as planned.</li> </ul>

## OCCUPATIONAL THERAPIST (Continued)

<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting therapy to meet individual needs.</li> <li>– Students participate in forming their own goals and analyzing their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting therapy to meet classroom needs.</li> <li>– Students value academic success as evidenced by the quality of their work.</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts therapy to meet individual student needs.</li> <li>– Students may occasionally spend time off-task or give up when work is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not establish or communicate high expectations for learning and achievement.</li> <li>– There is no evidence of adjusting and adapting therapy to meet individual needs.</li> <li>– Students may demonstrate a lack of interest in their work and be afraid to take on new challenges or risk failure.</li> </ul>
<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>– Selects highly effective strategies, materials and groupings to involve and motivate all students.</li> <li>– Consistently utilizes current research and new and innovative therapy materials.</li> <li>– Seeks out and integrates technology to maximize student learning.</li> <li>– Incorporates a variety of activities designed to foster higher level thinking and problem solving.</li> <li>– All students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Selects effective strategies, materials and classroom groupings to foster student learning.</li> <li>– Utilizes available technology and has students think about, discuss and use the ideas and skills being taught.</li> <li>– Incorporates activities designed to foster higher level thinking and problem solving.</li> <li>– Students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a limited inventory of classroom strategies, materials and groupings with mixed success.</li> <li>– Understands the importance of technology but does not incorporate it into therapy effectively.</li> <li>– Therapy sessions do not actively involve students in learning activities or incorporate higher level thinking.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses only one or two teaching strategies or types of materials and fails to reach most students.</li> <li>– Rarely incorporates technology into lessons.</li> <li>– Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.</li> </ul>

## OCCUPATIONAL THERAPIST (Continued)

<b>Monitoring and Feedback</b>	<ul style="list-style-type: none"> <li>– Utilizes multiple formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Feedback is consistently provided in a timely manner and is of high quality.</li> <li>– Creates opportunities for learners to monitor and analyze their own progress.</li> <li>– Makes ongoing adjustments in therapy strategies based upon individual student learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes standardized formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Provides learners timely and consistent feedback.</li> <li>– Monitors therapy performance and adjusts teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to consistently use formative and summative instruments to assess student understanding and mastery of content.</li> <li>– Understands the importance of feedback but fails to consistently provide high quality content in a timely manner.</li> <li>– Does not always adjust therapy based upon results.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student learning. Provides poor quality or late feedback.</li> <li>– There is no evidence that therapy strategies are adjusted or modified based upon feedback.</li> </ul>
<b>Individual Student Needs</b>	<ul style="list-style-type: none"> <li>– Skillfully meets the learning needs and accommodates the learning styles of individual students by differentiating and scaffolding.</li> <li>– Displays knowledge of the learning needs and accommodations for all students, including those with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Differentiates and scaffolds instruction to accommodate most students' learning needs.</li> <li>– Makes appropriate accommodations for ELL and IEP students so that they can be engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Attempts to accommodate students with special needs, but meets with mixed success.</li> <li>– May miss opportunities to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to provide differentiated instruction for students with special needs.</li> <li>– Displays little knowledge of student needs.</li> </ul>

### OCCUPATIONAL THERAPIST (Continued)

<b>Intervention</b>	<ul style="list-style-type: none"><li>– Is well educated on the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Constantly monitors students' behavior and physical condition and acts promptly when signs are observed or conditions reported to the teacher.</li></ul>	<ul style="list-style-type: none"><li>– Is educated on the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Acts promptly when signs are observed or conditions reported to the teacher.</li></ul>	<ul style="list-style-type: none"><li>– Is aware of some of the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Fails to pick up on signs of distress or abuse or does not consistently report this in a timely manner.</li></ul>	<ul style="list-style-type: none"><li>– Is unaware of the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Fails to pick up on signs of distress or abuse and does not report these as required.</li></ul>
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**OCCUPATIONAL THERAPIST (Continued)**

<b>TECHNOLOGY</b>				
23. Use appropriate technology in instructional delivery. 24. Use technology to establish an atmosphere of active learning. 25. Provide students with opportunities to use technology to gather and share information with others. 26. Facilitate student access to the use of electronic resources. 27. Explore and evaluate new technologies and their educational impact. 28. Use technology to review student assessment data. 29. Use technology for administrative tasks.				
<b>Performance Requirement</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>– Seeks out and envisions novel ways for using technology to deliver content.</li> <li>– Uses technology to earn students interest and desire to continue with the learning task.</li> <li>– Uses technology to design lessons that are rigorous and relevant.</li> <li>– Uses technology to maximize learning.</li> <li>– Technology use is seamless in lesson design, delivery and student use.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to deliver content in a variety of ways.</li> <li>– Realizes that technology use will increase student interest.</li> <li>– Uses technology to increase the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to explore the occasional use of technology to engage students in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology for mundane tasks like copying sentences or filling in the blank type answers from an overhead projector or projection device.</li> </ul>

## OCCUPATIONAL THERAPIST (Continued)

<b>Engagement</b>	<ul style="list-style-type: none"> <li>- Seeks out ways for students to use their own technologies (smart phones, iPads/tablets and others) in the therapy process.</li> <li>- Collaborates with others to create ways for students to become authentically engaged in the therapy process through the use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborates with other teachers to plan therapy sessions that are interesting and challenging by using technology to solve real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Realizes that students like to use technology and is beginning to explore ways to integrate technology into the therapy process.</li> </ul>	<ul style="list-style-type: none"> <li>- Is beginning to explore available technology.</li> <li>- Has not figured out how to use technology in the therapy process and continue to maintain discipline in the classroom.</li> </ul>
<b>Professional Growth</b>	<ul style="list-style-type: none"> <li>- Is on the cutting edge of technology exploration and implementation.</li> <li>- Regularly seeks out new technologies and shares information with administrators and colleagues.</li> <li>- Searches for ways to collaborate with others (business, other educational institutions, schools) and shares information with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>- Reads articles and attends trainings where new technologies and new uses for technology are explored.</li> <li>- Often tries new ideas in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands the need to learn more about technology and its use in the school setting and will cooperate when asked.</li> </ul>	<ul style="list-style-type: none"> <li>- Is overwhelmed at the fast pace with which technology is changing.</li> <li>- Finds it difficult to relate to today's technology savvy students.</li> </ul>

## OCCUPATIONAL THERAPIST (Continued)

<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>– Uses technology to gather, analyze and make sense of data.</li> <li>– Meets with colleagues to address concerns, look for trends and to celebrate successes.</li> <li>– Utilizes data when making therapy decisions that address individual student needs.</li> <li>– Utilizes data to make therapy decisions and inform parents regarding student progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to record, analyze and review student assessment data.</li> <li>– Shares data analysis with students, their parents and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Records and reviews data, and uses data for planning purposes.</li> <li>– Looks at whole class data and seldom applies data to the individual student.</li> </ul>	<ul style="list-style-type: none"> <li>– Records data as required.</li> </ul>
<b>Record Keeping and Communication</b>	<ul style="list-style-type: none"> <li>– Efficiently and effectively uses technology for communication within the school, between schools and beyond.</li> <li>– Uses technology to create avenues for parental involvement in the learning process.</li> <li>– Maintains accurate and timely records, assisting others with proven record keeping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and effective manner with colleagues.</li> <li>– Collaborates with others to solve problems.</li> <li>– Fulfills all administrative record keeping requirements in a timely and accurate manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to use technology as a tool for some administrative tasks.</li> <li>– Sometimes uses the computer for communication.</li> <li>– Occasionally fails to complete reports on time or accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Finds the use of technology a burden.</li> <li>– Is troubled by the significant amount of time involved to learn a new computer program or system.</li> <li>– Frequently fails to complete reports on time or accurately.</li> </ul>

**OCCUPATIONAL THERAPIST (Continued)**

<b>COLLABORATION</b>				
30. Communicate effectively, orally and in writing, with other professionals, students, parents, and community. 31. Correspond with sponsoring physicians as appropriate. 32. Participate in IEP meetings and other student-related conferences. 33. Provide families, employees, and other professionals with consultation and instruction in therapeutic intervention that carry over into daily activities. 34. Consult with teachers, parents, and other IEP committee members to ensure that students' needs are being met. 35. Establish and maintain a positive, collaborative relationship with students' families to increase student achievement.				
<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>

## OCCUPATIONAL THERAPIST (Continued)

<b>Students and Families</b>	<ul style="list-style-type: none"> <li>– Initiates and maintains a positive collaborative relationship with parents and families including difficult to reach parents.</li> <li>– Provides leadership in working collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the therapy program and their student's progress. Students participate in preparing materials for their families.</li> <li>– Deals immediately and successfully with parent concerns and makes parents feel welcome.</li> <li>– Written and oral communications are exemplary.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and consistent manner with parents for the benefit of students.</li> <li>– Works collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the therapy program and their student's progress.</li> <li>– Returns parent phone calls and emails promptly and makes parents feel welcome in the school.</li> <li>– Written and oral communication is always informative and expressed in standard English.</li> </ul>	<ul style="list-style-type: none"> <li>– Communications to parents are sporadic and inconsistent.</li> <li>– Works collaboratively with parents only when directed to do so.</li> <li>– Provides parents the minimum information concerning the therapy program and their student's progress.</li> <li>– Is slow to respond to parent concerns and does not try to make them feel welcome at school.</li> <li>– Written and oral communications contain occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to communicate with parents concerning the therapy program or their students' progress.</li> <li>– Fails to return parent phone calls or work collaboratively with parents.</li> <li>– Makes parents feel unwelcome at school.</li> <li>– Written and oral communications frequently contain errors.</li> </ul>
<b>Other Professionals</b>	<ul style="list-style-type: none"> <li>– Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>

### OCCUPATIONAL THERAPIST (Continued)

<b>Teamwork</b>	<ul style="list-style-type: none"><li>– Continually provides leadership in the development of and/or implementation of standards.</li><li>– Initiates the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Participates in team planning to implement state/district standards.</li><li>– Participates in the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Is occasionally absent from team meetings and planning sessions.</li><li>– Rarely shares ideas or resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Rarely participates in team meetings or planning sessions.</li><li>– Provides almost no ideas or resources for team members.</li></ul>
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# **OCCUPATIONAL THERAPIST (Continued)**

## **PROFESSIONAL LEARNING**

36. Engage in continuing improvement of professional knowledge and skills.
37. Assist others in acquiring knowledge and understanding of particular area of responsibility.
38. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.
39. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
40. Participate in school data collection of teacher input on principal's performance assessment program.

<b>Performance Responsibilities</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>– Meets with colleagues at least weekly to review student work, design lessons or share therapy information.</li> <li>– Regularly meets, and often leads colleagues in the review of data for planning purposes.</li> <li>– Often leads and shares pertinent information at Professional Learning Community meetings.</li> <li>– Opens classroom doors and models effective techniques and strategies for colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Meets with colleagues weekly to review data and plan.</li> <li>– Regularly meets with colleagues to discuss therapy design and student work.</li> <li>– Actively participates at Professional Learning Community meetings.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings as required.</li> <li>– Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings but rarely contributes.</li> <li>– Sees little value in collaboration.</li> </ul>

## OCCUPATIONAL THERAPIST (Continued)

<b>Leadership Contributions</b>	<ul style="list-style-type: none"> <li>– Continually seeks out ways to become a more effective therapist.</li> <li>– Creates opportunities to provide professional development for colleagues.</li> <li>– Represents the faculty at meetings and training sessions.</li> <li>– Assumes responsibility for disseminating information to the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with colleagues to plan and present workshops.</li> <li>– Serves on committees and shares information with others.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends professional development activities but does not serve in a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends meetings, professional development as required but seldom relates new information to professional growth.</li> </ul>
<b>Self Assessment</b>	<ul style="list-style-type: none"> <li>– Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes.</li> <li>– Routinely monitors strategies to assure that progress is being made toward goal attainment.</li> <li>– Gathers data and talks with colleagues about findings.</li> </ul>	<ul style="list-style-type: none"> <li>– Conducts a self assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan.</li> <li>– Aligns learning opportunities to focus on selected goals.</li> </ul>	<ul style="list-style-type: none"> <li>– Recognizes the need to continuously improve and conducts a self assessment.</li> <li>– Writes personal goals that focus on improving therapy sessions.</li> <li>– Looks for evidence of goal attainment at the end of the semester/year.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to conduct a self assessment or to write goals as required.</li> </ul>

# **OCCUPATIONAL THERAPIST (Continued)**

## **PROFESSIONAL RESPONSIBILITIES**

- 41. Model professional and ethical conduct at all times.
- 42. Perform all professional responsibilities.
- 43. Prepare required reports and maintain all appropriate records.
- 44. Maintain confidentiality of student and other professional information.
- 45. Comply with policies, procedures, and programs.
- 46. Support school and district goals and priorities.
- 47. Perform other tasks consistent with the goals and objectives of this position.

<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>
<b>Reliability</b>	<ul style="list-style-type: none"> <li>– Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments.</li> </ul>	<ul style="list-style-type: none"> <li>– Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.</li> </ul>	<ul style="list-style-type: none"> <li>– Occasionally is late or fails to complete assigned tasks. Makes errors in records.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.</li> </ul>
<b>Judgment/ Professionalism</b>	<ul style="list-style-type: none"> <li>– Is always ethical and honest and uses impeccable judgment.</li> <li>– Always observes appropriate boundaries and respects confidentially.</li> <li>– Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Is ethical and honest and uses good judgment.</li> <li>– Maintains appropriate boundaries and student confidentially.</li> <li>– Actively participates in team or departmental decision-making and observes professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Sometimes uses questionable judgment and is less than completely honest and direct.</li> <li>– Sometimes violates boundaries and occasionally discloses student information.</li> <li>– Participates in team or departmental decision-making but decisions are not always based on professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest.</li> <li>– Violates appropriate boundaries and discloses student information.</li> <li>– Makes decisions based solely on self interests.</li> </ul>

## OCCUPATIONAL THERAPIST (Continued)

<b>Contributions</b>	<ul style="list-style-type: none"><li>– Serves as a leader in at least one aspect of the school and is an important member of teacher teams and committees.</li><li>– Is a leader for one or more school activities.</li><li>– Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school.</li></ul>	<ul style="list-style-type: none"><li>– Is a positive team member and volunteers to serve on committees and attend school activities.</li><li>– Contributes ideas and expertise to accomplish the overall mission of the school.</li></ul>	<ul style="list-style-type: none"><li>– Rarely serves on committees or attends school activities.</li><li>– Rarely contributes ideas to improve the school or support its mission.</li></ul>	<ul style="list-style-type: none"><li>– Declines invitations to serve on committees or attend school activities.</li><li>– Never contributes ideas to improve the school or support its mission.</li><li>– Actions are inconsistent with the school's school improvement plan or the school's mission.</li></ul>
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**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**PHYSICAL THERAPIST**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS FORM**

Name \_\_\_\_\_ Position \_\_\_\_\_ Employee # \_\_\_\_\_

Subject/Course \_\_\_\_\_ School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

Comments of the Evaluator \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Comments of the Evaluatee \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Information from parents was collected and analyzed in the preparation of this report. ☐ Yes ☐ No

This evaluation has been discussed with me. ☐ Yes ☐ No

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

**Signature does not necessarily indicate agreement with this evaluation.**

PHYSICAL THERAPIST (Continued)

PLANNING/PREPARATION	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
1. Develop an individual physical therapy program plan of care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Participate in developing Individual Education Plan (IEP) goals, and objectives for each student served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identify and select appropriate materials and equipment for therapy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Establish schedules for therapy sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	2.00	=	
Effective		X	4.00	=	
Highly Effective		X	5.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**PHYSICAL THERAPIST (Continued)**

<b>CLASSROOM MANAGEMENT</b>	<b>Performance Values (Check One)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
5. Establish and maintain effective and efficient record keeping procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Maintain accurate daily records and data collection to document student's progress, including requirements for Medicaid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Complete and submit Medicaid forms for eligible students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Use time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Manage materials and equipment effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Establish and maintain a positive, organized and safe environment for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Use technology resources effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Assist in developing forms for documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>1.00</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>2.00</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>2.50</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-7</b>	<b>Needs Improvement/Developing 8-11</b>	<b>Effective 12-16</b>	<b>Highly Effective 17-20</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

PHYSICAL THERAPIST (Continued)

ASSESSMENT/EVALUATION	Performance Values (Check)				Observation Code*
	U	NI/D	E	HE	Indicate all that apply
<b>Performance Responsibilities</b>					
13. Evaluate student's physical needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Write evaluations and interim progress reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Reevaluate short-term objectives and revise as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Use clinical observations to screen, evaluate and reassess student's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.75	=	
Effective		X	3.50	=	
Highly Effective		X	4.50	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-6	Needs Improvement/Developing 7-10	Effective 11-14	Highly Effective 15-18
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**PHYSICAL THERAPIST (Continued)**

<b>STUDENT INSTRUCTIONAL ENGAGEMENT</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
17. Implement plan of care with specific instructions to students, teachers, other professionals, parents and any other participants on an interdisciplinary team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Provide direct physical therapy to include strengthening exercise, stretching, balance training, gait and mobility training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Recommend and adjust adaptive equipment and instruct classroom staff in safe use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Attend medical clinics with or on behalf of students as necessary or send progress reports to explain student's status within the school setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Provide for student services as recommended in IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>2.00</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>4.00</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>5.00</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-11</b>	<b>Needs Improvement/Developing 12-18</b>	<b>Effective 19-24</b>	<b>Highly Effective 25-30</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**PHYSICAL THERAPIST (Continued)**

<b>TECHNOLOGY</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
<b>Performance Responsibilities</b>					
23. Use appropriate technology in instructional delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Use technology to establish an atmosphere of active learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Provide students with opportunities to use technology to gather and share information with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Facilitate student access to the use of electronic resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Explore and evaluate new technologies and their educational impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Use technology to review student assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Use technology for administrative tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>1.15</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>2.29</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>2.86</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-7</b>	<b>Needs Improvement/Developing 8-11</b>	<b>Effective 12-16</b>	<b>Highly Effective 17-20</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**PHYSICAL THERAPIST (Continued)**

<b>COLLABORATION</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
30. Communicate effectively, orally and in writing, with other professionals, students, parents, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Correspond with sponsoring physicians as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Participate in IEP meetings and other student-related conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Provide families, employees, and other professionals with consultation and instruction in therapy techniques to carry over into daily activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. Consult with teachers, parents, and other IEP committee members to ensure that student's needs are being met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35. Establish and maintain a positive, collaborative relationship with student's families to increase student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>1.00</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>2.00</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>2.34</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-5</b>	<b>Needs Improvement/Developing 6-9</b>	<b>Effective 10-12</b>	<b>Highly Effective 13-14</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**PHYSICAL THERAPIST (Continued)**

<b>PROFESSIONAL LEARNING</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
36. Engage in continuing improvement of professional knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37. Assist others in acquiring knowledge and understanding of particular area of responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. Participate in school data collection of teacher input on principal's performance assessment program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		X	0	=	
<b>Needs Improvement/Developing</b>		X	1.20	=	
<b>Effective</b>		X	2.40	=	
<b>Highly Effective</b>		X	2.80	=	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-5</b>	<b>Needs Improvement/Developing 6-9</b>	<b>Effective 10-12</b>	<b>Highly Effective 13-14</b>
<b>Summative Scale Value</b>				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

PHYSICAL THERAPIST (Continued)

PROFESSIONAL RESPONSIBILITIES	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
41. Model professional and ethical conduct at all times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. Perform all professional responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. Prepare required reports and maintain all appropriate records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
44. Maintain confidentiality of student and other professional information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
45. Comply with policies, procedures, and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
46. Support school and district goals and priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
47. Perform other tasks consistent with the goals and objectives of this position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.86	=	
Effective		X	1.72	=	
Highly Effective		X	2.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**PHYSICAL THERAPIST (Continued)**

STUDENT GROWTH AND ACHIEVEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
48. Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and / or student program classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category Raw Score	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**PHYSICAL THERAPIST**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS RUBRIC**

**PLANNING/PREPARATION**

1. Develop an individual physical therapy program plan of care.
2. Participate in developing Individual Education Plan (IEP) goals, and objectives for each student served.
3. Identify and select appropriate materials and equipment for therapy.
4. Establish schedules for therapy sessions.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>– Confident and competent in assigned content area/s and continues to seek out ways to expand knowledge level.</li> <li>– Selects goals and objectives based on content standards and needs of students.</li> <li>– Sequences strategies and activities to create therapy sessions that are rigorous and relevant.</li> <li>– Clearly articulates how therapy outcomes are aligned with goals, objectives and content standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Highly qualified in assigned content area.</li> <li>– Goals and objectives are aligned with the district and state curriculum standards.</li> <li>– Seeks ways to utilize strategies and activities that will engage students with the content.</li> <li>– Therapy outcomes are clearly and specifically articulated so students understand the plan and the reason for the activities.</li> </ul>	<ul style="list-style-type: none"> <li>– Is taking course work to become certified in content area.</li> <li>– Works with other members of the team to plan therapy sessions that align with district and state content standards.</li> <li>– Therapy outcomes are sometimes displayed so students can make the connection.</li> </ul>	<ul style="list-style-type: none"> <li>– Has little knowledge of subject area.</li> <li>– Relies on textbook organization to plan and prepare for the therapy session.</li> </ul>

**PHYSICAL THERAPIST (Continued)**

<b>Organization</b>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year.</li> <li>– Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans.</li> <li>– Revisits long range plans as the year progresses.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some understanding of the district and state content standards and sometimes addresses them in therapy sessions.</li> </ul>	<ul style="list-style-type: none"> <li>– Has looked at the district and state content standards but they are not a part of the long range or daily planning process.</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>– Has a deep understanding of how students learn and plans therapy activities so all students are actively involved in the learning process.</li> <li>– Researches literature to stay abreast of the latest innovative strategies and materials and seeks ways to embed them when planning for student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands how students learn and plans for the use of a variety of therapy strategies.</li> <li>– Does some research regarding increased student involvement and writes plans incorporating new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands that students should be involved in the therapy process and is beginning to plan accordingly some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not understand how students learn and pays little attention to active involvement by students during the therapy process.</li> </ul>

## PHYSICAL THERAPIST (Continued)

<b>Assessments</b>	<ul style="list-style-type: none"> <li>–Utilizes diagnostic and summative assessments and a variety of assessment strategies to gather data to assist with decision making during planning.</li> <li>–Utilizes data from on-going assessments to revisit and revise plans to better serve student needs.</li> <li>–Allows students to assess themselves and to provide input into the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>–Diagnostic and summative assessments, and a variety of assessment strategies are used to gather data for consideration during planning.</li> <li>–A review of assessment data usually informs the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>–Has some knowledge of ongoing assessments to inform teaching and learning, but relies on standardized tests most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>–Learning outcomes are seldom assessed except for standardized tests.</li> <li>–Plans are written and followed with little attention to student needs or outcomes during the process of the therapy session.</li> </ul>
<b>Quality</b>	<ul style="list-style-type: none"> <li>–Plans therapy sessions that address all state and district curriculum standards and assists other colleagues with planning and design.</li> <li>–Develops plans that are rigorous and demanding in content and involvement.</li> <li>–Makes connections to prior lessons, student interests or real world situations so that students have a context for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>–Plans therapy sessions that address each state standard.</li> <li>–Finds ways for students to see coherence in what they are studying.</li> <li>–Plans therapy sessions that require the use of higher level thinking skills.</li> <li>–Helps students make connections to prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>–Has read the state standards but relies on other sources, like textbooks or previous plans for developing therapy sessions.</li> <li>–Sometimes plans include the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>–Therapy sessions are incongruent with the state standards.</li> <li>–Plans deal with interaction of lower levels of knowledge.</li> </ul>

**PHYSICAL THERAPIST (Continued)**

<b>CLASSROOM MANAGEMENT</b>				
5. Establish and maintain effective and efficient record keeping procedures. 6. Maintain accurate daily records and data collection to document student's progress, including requirements for Medicaid. 7. Complete and submit Medicaid forms for eligible students. 8. Use time effectively. 9. Manage materials and equipment effectively. 10. Establish and maintain a positive, organized and safe environment for students. 11. Use technology resources effectively. 12. Assist in developing forms for documentation.				
<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>
<b>Learning Environment</b>	– Establishes a climate that empowers students to collaborate and maintain a positive, respectful and non-threatening learning environment.	– Maintains a positive, respectful and non-threatening learning environment.	– Recognizes factors necessary for a positive learning environment but has not implemented them.	– Interactions are often disrespectful, uncaring and negative.
<b>Techniques</b>	– Maintains academic focus through a variety of motivational techniques. – Students are actively engaged in the therapy process and take responsibility for their learning.	– Maintains academic focus through motivational techniques. – Students are actively engaged in the therapy process.	– Does not consistently maintain academic focus. – Not all students are engaged in the therapy process.	– Lacks academic focus. – Students are frequently off-task and not engaged in the therapy process.

## PHYSICAL THERAPIST (Continued)

<b>Efficiency/Time Management</b>	<ul style="list-style-type: none"> <li>– Maximizes therapy time and minimizes interruptions by inculcating classroom routines that are followed effortlessly by all students.</li> <li>– Transitions are smooth with students assuming responsibility; no therapy time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes and posts routines but students require prompting to follow them.</li> <li>– Transitions are smooth; little therapy time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes routines but they are not followed by all students or maintained, occasionally resulting in the loss of therapy time.</li> <li>– Smooth transitions do not always occur, resulting in a loss of therapy time.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established routines and therapy time is frequently lost for routine tasks and interruptions.</li> <li>– Transitions result in lost therapy time and behavior problems.</li> </ul>
<b>Behavior Management</b>	<ul style="list-style-type: none"> <li>– Anticipates student behavior and prevents problems.</li> <li>– A wide variety of appropriate and effective behavior management techniques have been established and utilized.</li> <li>– School rules, administrative regulations and Board policies are followed and enforced on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently monitors student behavior.</li> <li>– Appropriate and effective behavior management techniques have been established and utilized.</li> <li>– Administrative regulations and Board policies are followed and enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student behavior.</li> <li>– Behavior management techniques are not consistently applied, resulting in behavior problems.</li> <li>– Administrative regulations and Board policies are not consistently followed or enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely monitors student behavior.</li> <li>– Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students.</li> <li>– School and district rules and policies are not followed.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Clearly communicates and discusses high expectations for student behavior for all students. Students collaborate in the development of the standards and model expectations.</li> </ul>	<ul style="list-style-type: none"> <li>– Clearly communicates high expectations for student behavior to all students.</li> </ul>	<ul style="list-style-type: none"> <li>– Develops student standards of conduct and most students appear to understand them, although not all students adhere to them.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established or communicated standards of conduct for students.</li> </ul>

**PHYSICAL THERAPIST (Continued)**

<b>Supervision</b>	– Volunteers and/or assistants are productively and independently engaged, making a significant contribution to the learning environment.	– Volunteers and/or assistants are productively engaged, but require instructions and supervision.	– Volunteers and/or assistants are engaged, but require frequent instructions and redirection.	– Volunteers and/or assistants have no clearly defined duties or are not actively engaged.
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**PHYSICAL THERAPIST (Continued)**

<b>ASSESSMENT/EVALUATION</b>				
13. Evaluate student's physical needs. 14. Write evaluations and interim progress reports. 15. Reevaluate short-term objectives and revise as needed. 16. Use clinical observations to screen, evaluate and reassess student's needs.				
<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>– Understands the value of standardized testing, strict directions and test security.</li> <li>– Students realize the importance of testing.</li> </ul>	<ul style="list-style-type: none"> <li>– Follows all directions for standardized testing and test security.</li> <li>– Talks with students about testing and the significance to the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Requires close supervision and follow up to ensure that standardized testing is carried out accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not value standardized testing and is compliant at best.</li> </ul>
<b>Diagnosis</b>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to beginning therapy and adjusts lesson plans and strategies accordingly.</li> <li>– Uses data from diagnostic measures to plan for ways to meet individual needs.</li> <li>– Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to therapy and adjusts lesson plans and instruction to meet student needs.</li> <li>– Uses data from ongoing diagnostic measures to more clearly align therapy sessions for the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to see the value in upfront diagnostic tools and occasionally will check with students prior to instruction.</li> <li>– Sometimes utilizes ongoing diagnostic strategies to inform therapy session during the course of a study.</li> </ul>	<ul style="list-style-type: none"> <li>– Begins therapy with the assumption that students should know the prior content.</li> <li>– Does not check for understanding or for diagnostic information during the course of a therapy session.</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>– Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding therapy planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Reviews available data to evaluate therapy planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Has collaborated with others regarding their therapy planning and teaching strategies, but has done little to initiate own instructional or program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not analyze own therapy planning, teaching strategies or program evaluation.</li> </ul>

## PHYSICAL THERAPIST (Continued)

<b>Understanding</b>	<ul style="list-style-type: none"> <li>– Uses a variety of methods to check for understanding throughout the therapy, and corrects, provides praise or reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently checks for understanding and reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Asks students if they understand during the therapy, but often does not follow up with individual feedback.</li> </ul>	<ul style="list-style-type: none"> <li>– Seldom checks for individual student understanding.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>– Executes a plan to clearly articulate progress to individual students, their parents and appropriate colleagues.</li> <li>– Communicates with stakeholders on a regular and timely basis and in a variety of formats.</li> </ul>	<ul style="list-style-type: none"> <li>– Articulates progress to individual students, their parents, and appropriate colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Provides data to students and asks them to take it home to their parents.</li> <li>– Meets with colleagues as required by administration.</li> </ul>	<ul style="list-style-type: none"> <li>– It is the students' responsibility to tell their parents about their progress.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>– Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students.</li> <li>– Students have bought into goal setting and have developed strategies and a monitoring system for holding themselves accountable for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>– Models the goal setting process by sharing professional goals, strategies and monitoring system with students.</li> <li>– Asks students to write individual goals and monitors their plans so they are knowledgeable about their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Encourages students to do their best and check their work prior to grading.</li> </ul>	<ul style="list-style-type: none"> <li>– Permits students to move along in the therapy process regardless.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Communicates, posts, explains therapy expectations clearly so students know what is expected.</li> <li>– Checks for understanding of expectations regularly.</li> </ul>	<ul style="list-style-type: none"> <li>– Posts therapy expectations so students will know what is expected.</li> </ul>	<ul style="list-style-type: none"> <li>– Tells students what is expected and occasionally posts an example from a previous class.</li> </ul>	<ul style="list-style-type: none"> <li>– Expects students to follow the directions without expectations clarified or posted.</li> </ul>

**PHYSICAL THERAPIST (Continued)**

**STUDENT INSTRUCTIONAL ENGAGEMENT**

17. Implement plan of care with specific instructions to students, teachers, other professionals, parents and any other participants on an interdisciplinary team.
18. Provide direct physical therapy to include strengthening exercise, stretching, balance training, gait and mobility training.
19. Recommend and adjust adaptive equipment and instruct classroom staff in safe use.
20. Attend medical clinics with or on behalf of students as necessary or send progress reports to explain student's status within the school setting.
21. Provide for student services as recommended in IEP.
22. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting action.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Goal Focus</b>	<ul style="list-style-type: none"> <li>– Clearly demonstrates to students what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Gives students a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Relates the main learning objectives of each therapy session to students. Outcomes are not always correlated with state and district standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Begins therapy without sharing students goals, objectives or outcomes. Students are confused as to the purpose of the therapy.</li> </ul>
<b>Knowledge of Content</b>	<ul style="list-style-type: none"> <li>– Displays extensive content knowledge with evidence of the most current information in the content area.</li> <li>– Fully explains concepts and connects content to other areas, student experiences and interests or to current events.</li> <li>– Sparks student excitement and interest in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates content knowledge and delivers content that is factually correct.</li> <li>– Content is clear and well-organized and key points or main ideas are emphasized.</li> <li>– Connects the content to other parts of the discipline or other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Has gaps in content knowledge.</li> <li>– Content is factually correct but explanations lack clarity and content is not well organized.</li> <li>– Does not emphasize key points or make connections to other parts of the discipline or with other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Makes content errors; explanations are unclear and fails to build student understanding of key concepts.</li> <li>– Does not make connections to other areas or disciplines.</li> <li>– Students are confused but therapy continues as planned.</li> </ul>

## PHYSICAL THERAPIST (Continued)

<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting therapy to meet individual needs.</li> <li>– Students participate in forming their own goals and analyzing their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting therapy to meet classroom needs.</li> <li>– Students value academic success as evidenced by the quality of their work.</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts therapy to meet individual student needs.</li> <li>– Students may occasionally spend time off-task or give up when work is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not establish or communicate high expectations for learning and achievement.</li> <li>– There is no evidence of adjusting and adapting therapy to meet individual needs.</li> <li>– Students may demonstrate a lack of interest in their work and be afraid to take on new challenges or risk failure.</li> </ul>
<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>– Selects highly effective strategies, materials and groupings to involve and motivate all students.</li> <li>– Consistently utilizes current research and new and innovative therapy materials.</li> <li>– Seeks out and integrates technology to maximize student learning.</li> <li>– Incorporates a variety of activities designed to foster higher level thinking and problem solving.</li> <li>– All students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Selects effective strategies, materials and classroom groupings to foster student learning.</li> <li>– Utilizes available technology and has students think about, discuss and use the ideas and skills being taught.</li> <li>– Incorporates activities designed to foster higher level thinking and problem solving.</li> <li>– Students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a limited inventory of classroom strategies, materials and groupings with mixed success.</li> <li>– Understands the importance of technology but does not incorporate it into therapy effectively.</li> <li>– Therapy sessions do not actively involve students in learning activities or incorporate higher level thinking.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses only one or two teaching strategies or types of materials and fails to reach most students.</li> <li>– Rarely incorporates technology into lessons.</li> <li>– Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.</li> </ul>

**PHYSICAL THERAPIST (Continued)**

<b>Monitoring and Feedback</b>	<ul style="list-style-type: none"> <li>– Utilizes multiple formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Feedback is consistently provided in a timely manner and is of high quality.</li> <li>– Creates opportunities for learners to monitor and analyze their own progress.</li> <li>– Makes ongoing adjustments in therapy strategies based upon individual student learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes standardized formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Provides learners timely and consistent feedback.</li> <li>– Monitors therapy performance and adjusts teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to consistently use formative and summative instruments to assess student understanding and mastery of content.</li> <li>– Understands the importance of feedback but fails to consistently provide high quality content in a timely manner.</li> <li>– Does not always adjust therapy based upon results.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student learning. Provides poor quality or late feedback.</li> <li>– There is no evidence that therapy strategies are adjusted or modified based upon feedback.</li> </ul>
<b>Individual Student Needs</b>	<ul style="list-style-type: none"> <li>– Skillfully meets the learning needs and accommodates the learning styles of individual students by differentiating and scaffolding.</li> <li>– Displays knowledge of the learning needs and accommodations for all students, including those with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Differentiates and scaffolds instruction to accommodate most students' learning needs.</li> <li>– Makes appropriate accommodations for ELL and IEP students so that they can be engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Attempts to accommodate students with special needs, but meets with mixed success.</li> <li>– May miss opportunities to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to provide differentiated instruction for students with special needs.</li> <li>– Displays little knowledge of student needs.</li> </ul>

**PHYSICAL THERAPIST (Continued)**

<p><b>Intervention</b></p>	<ul style="list-style-type: none"> <li>– Is well educated on the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Constantly monitors students’ behavior and physical condition and acts promptly when signs are observed or conditions reported to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>– Is educated on the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Acts promptly when signs are observed or conditions reported to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>– Is aware of some of the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Fails to pick up on signs of distress or abuse or does not consistently report this in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Is unaware of the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Fails to pick up on signs of distress or abuse and does not report these as required.</li> </ul>
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**PHYSICAL THERAPIST (Continued)**

<b>TECHNOLOGY</b>				
23. Use appropriate technology in instructional delivery. 24. Use technology to establish an atmosphere of active learning. 25. Provide students with opportunities to use technology to gather and share information with others. 26. Facilitate student access to the use of electronic resources. 27. Explore and evaluate new technologies and their educational impact. 28. Use technology to review student assessment data. 29. Use technology for administrative tasks.				
<b>Performance Requirement</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>– Seeks out and envisions novel ways for using technology to deliver content.</li> <li>– Uses technology to earn students interest and desire to continue with the learning task.</li> <li>– Uses technology to design lessons that are rigorous and relevant.</li> <li>– Uses technology to maximize learning.</li> <li>– Technology use is seamless in lesson design, delivery and student use.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to deliver content in a variety of ways.</li> <li>– Realizes that technology use will increase student interest.</li> <li>– Uses technology to increase the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to explore the occasional use of technology to engage students in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology for mundane tasks like copying sentences or filling in the blank type answers from an overhead projector or projection device.</li> </ul>

## PHYSICAL THERAPIST (Continued)

<b>Engagement</b>	<ul style="list-style-type: none"> <li>- Seeks out ways for students to use their own technologies (smart phones, iPads/tablets and others) in the therapy process.</li> <li>- Collaborates with others to create ways for students to become authentically engaged in the therapy process through the use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborates with other teachers to plan therapy sessions that are interesting and challenging by using technology to solve real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Realizes that students like to use technology and is beginning to explore ways to integrate technology into the therapy process.</li> </ul>	<ul style="list-style-type: none"> <li>- Is beginning to explore available technology.</li> <li>- Has not figured out how to use technology in the therapy process and continue to maintain discipline in the classroom.</li> </ul>
<b>Professional Growth</b>	<ul style="list-style-type: none"> <li>- Is on the cutting edge of technology exploration and implementation.</li> <li>- Regularly seeks out new technologies and shares information with administrators and colleagues.</li> <li>- Searches for ways to collaborate with others (business, other educational institutions, schools) and shares information with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>- Reads articles and attends trainings where new technologies and new uses for technology are explored.</li> <li>- Often tries new ideas in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands the need to learn more about technology and its use in the school setting and will cooperate when asked.</li> </ul>	<ul style="list-style-type: none"> <li>- Is overwhelmed at the fast pace with which technology is changing.</li> <li>- Finds it difficult to relate to today's technology savvy students.</li> </ul>

**PHYSICAL THERAPIST (Continued)**

<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>– Uses technology to gather, analyze and make sense of data.</li> <li>– Meets with colleagues to address concerns, look for trends and to celebrate successes.</li> <li>– Utilizes data when making therapy decisions that address individual student needs.</li> <li>– Utilizes data to make therapy decisions and inform parents regarding student progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to record, analyze and review student assessment data.</li> <li>– Shares data analysis with students, their parents and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Records and reviews data, and uses data for planning purposes.</li> <li>– Looks at whole class data and seldom applies data to the individual student.</li> </ul>	<ul style="list-style-type: none"> <li>– Records data as required.</li> </ul>
<b>Record Keeping and Communication</b>	<ul style="list-style-type: none"> <li>– Efficiently and effectively uses technology for communication within the school, between schools and beyond.</li> <li>– Uses technology to create avenues for parental involvement in the learning process.</li> <li>– Maintains accurate and timely records, assisting others with proven record keeping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and effective manner with colleagues.</li> <li>– Collaborates with others to solve problems.</li> <li>– Fulfills all administrative record keeping requirements in a timely and accurate manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to use technology as a tool for some administrative tasks.</li> <li>– Sometimes uses the computer for communication.</li> <li>– Occasionally fails to complete reports on time or accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Finds the use of technology a burden.</li> <li>– Is troubled by the significant amount of time involved to learn a new computer program or system.</li> <li>– Frequently fails to complete reports on time or accurately.</li> </ul>

**PHYSICAL THERAPIST (Continued)**

**COLLABORATION**

- 30. Communicate effectively, orally and in writing, with other professionals, students, parents, and community.
- 31. Correspond with sponsoring physicians as appropriate.
- 32. Participate in IEP meetings and other student-related conferences.
- 33. Provide families, employees, and other professionals with consultation and instruction in therapy techniques to carry over into daily activities.
- 34. Consult with teachers, parents, and other IEP committee members to ensure that student's needs are being met.
- 35. Establish and maintain a positive, collaborative relationship with student's families to increase student achievement.

**PHYSICAL THERAPIST (Continued)**

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Students and Families</b>	<ul style="list-style-type: none"> <li>– Initiates and maintains a positive collaborative relationship with parents and families including difficult to reach parents.</li> <li>– Provides leadership in working collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the therapy program and their student's progress. Students participate in preparing materials for their families.</li> <li>– Deals immediately and successfully with parent concerns and makes parents feel welcome.</li> <li>– Written and oral communications are exemplary.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and consistent manner with parents for the benefit of students.</li> <li>– Works collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the therapy program and their student's progress.</li> <li>– Returns parent phone calls and emails promptly and makes parents feel welcome in the school.</li> <li>– Written and oral communication is always informative and expressed in standard English.</li> </ul>	<ul style="list-style-type: none"> <li>– Communications to parents are sporadic and inconsistent.</li> <li>– Works collaboratively with parents only when directed to do so.</li> <li>– Provides parents the minimum information concerning the therapy program and their student's progress.</li> <li>– Is slow to respond to parent concerns and does not try to make them feel welcome at school.</li> <li>– Written and oral communications contain occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to communicate with parents concerning the therapy program or their students' progress.</li> <li>– Fails to return parent phone calls or work collaboratively with parents.</li> <li>– Makes parents feel unwelcome at school.</li> <li>– Written and oral communications frequently contain errors.</li> </ul>
<b>Other Professionals</b>	<ul style="list-style-type: none"> <li>– Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>

**PHYSICAL THERAPIST (Continued)**

<b>Teamwork</b>	<ul style="list-style-type: none"><li>– Continually provides leadership in the development of and/or implementation of standards.</li><li>– Initiates the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Participates in team planning to implement state/district standards.</li><li>– Participates in the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Is occasionally absent from team meetings and planning sessions.</li><li>– Rarely shares ideas or resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Rarely participates in team meetings or planning sessions.</li><li>– Provides almost no ideas or resources for team members.</li></ul>
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**PHYSICAL THERAPIST (Continued)**

<b>PROFESSIONAL LEARNING</b>				
36. Engage in continuing improvement of professional knowledge and skills. 37. Assist others in acquiring knowledge and understanding of particular area of responsibility. 38. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content. 39. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment. 40. Participate in school data collection of teacher input on principal's performance assessment program.				
<b>Performance Responsibilities</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>– Meets with colleagues at least weekly to review student work, design lessons or share therapy information.</li> <li>– Regularly meets, and often leads colleagues in the review of data for planning purposes.</li> <li>– Often leads and shares pertinent information at Professional Learning Community meetings.</li> <li>– Opens classroom doors and models effective techniques and strategies for colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Meets with colleagues weekly to review data and plan.</li> <li>– Regularly meets with colleagues to discuss therapy design and student work.</li> <li>– Actively participates at Professional Learning Community meetings.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings as required.</li> <li>– Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings but rarely contributes.</li> <li>– Sees little value in collaboration.</li> </ul>

**PHYSICAL THERAPIST (Continued)**

<b>Leadership Contributions</b>	<ul style="list-style-type: none"> <li>– Continually seeks out ways to become a more effective therapist.</li> <li>– Creates opportunities to provide professional development for colleagues.</li> <li>– Represents the faculty at meetings and training sessions.</li> <li>– Assumes responsibility for disseminating information to the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with colleagues to plan and present workshops.</li> <li>– Serves on committees and shares information with others.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends professional development activities but does not serve in a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends meetings, professional development as required but seldom relates new information to professional growth.</li> </ul>
<b>Self Assessment</b>	<ul style="list-style-type: none"> <li>– Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes.</li> <li>– Routinely monitors strategies to assure that progress is being made toward goal attainment.</li> <li>– Gathers data and talks with colleagues about findings.</li> </ul>	<ul style="list-style-type: none"> <li>– Conducts a self assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan.</li> <li>– Aligns learning opportunities to focus on selected goals.</li> </ul>	<ul style="list-style-type: none"> <li>– Recognizes the need to continuously improve and conducts a self assessment.</li> <li>– Writes personal goals that focus on improving therapy sessions.</li> <li>– Looks for evidence of goal attainment at the end of the semester/year.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to conduct a self assessment or to write goals as required.</li> </ul>

**PHYSICAL THERAPIST (Continued)**

<b>PROFESSIONAL RESPONSIBILITIES</b>				
41. Model professional and ethical conduct at all times. 42. Perform all professional responsibilities. 43. Prepare required reports and maintain all appropriate records. 44. Maintain confidentiality of student and other professional information. 45. Comply with policies, procedures, and programs. 46. Support school and district goals and priorities. 47. Perform other tasks consistent with the goals and objectives of this position.				
<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>
<b>Reliability</b>	<ul style="list-style-type: none"> <li>– Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments.</li> </ul>	<ul style="list-style-type: none"> <li>– Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.</li> </ul>	<ul style="list-style-type: none"> <li>– Occasionally is late or fails to complete assigned tasks. Makes errors in records.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.</li> </ul>
<b>Judgment/ Professionalism</b>	<ul style="list-style-type: none"> <li>– Is always ethical and honest and uses impeccable judgment.</li> <li>– Always observes appropriate boundaries and respects confidentiality.</li> <li>– Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Is ethical and honest and uses good judgment.</li> <li>– Maintains appropriate boundaries and student confidentiality.</li> <li>– Actively participates in team or departmental decision-making and observes professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Sometimes uses questionable judgment and is less than completely honest and direct.</li> <li>– Sometimes violates boundaries and occasionally discloses student information.</li> <li>– Participates in team or departmental decision-making but decisions are not always based on professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest.</li> <li>– Violates appropriate boundaries and discloses student information.</li> <li>– Makes decisions based solely on self interests.</li> </ul>

**PHYSICAL THERAPIST (Continued)**

<b>Contributions</b>	<ul style="list-style-type: none"><li>– Serves as a leader in at least one aspect of the school and is an important member of teacher teams and committees.</li><li>– Is a leader for one or more school activities.</li><li>– Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school.</li></ul>	<ul style="list-style-type: none"><li>– Is a positive team member and volunteers to serve on committees and attend school activities.</li><li>– Contributes ideas and expertise to accomplish the overall mission of the school.</li></ul>	<ul style="list-style-type: none"><li>– Rarely serves on committees or attends school activities.</li><li>– Rarely contributes ideas to improve the school or support its mission.</li></ul>	<ul style="list-style-type: none"><li>– Declines invitations to serve on committees or attend school activities.</li><li>– Never contributes ideas to improve the school or support its mission.</li><li>– Actions are inconsistent with the school's school improvement plan or the school's mission.</li></ul>
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**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**READING COACH**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS FORM**

Name \_\_\_\_\_ Position \_\_\_\_\_ Employee # \_\_\_\_\_

Subject/Course \_\_\_\_\_ School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

Comments of the Evaluator \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Comments of the Evaluatee \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Information from parents was collected and analyzed in the preparation of this report. ☐ Yes ☐ No

This evaluation has been discussed with me. ☐ Yes ☐ No

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

**Signature does not necessarily indicate agreement with this evaluation.**

READING COACH (Continued)

PLANNING/PREPARATION	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
1. Create or select short- and long-range plans based on district and state curriculum requirements, student profiles and instructional priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Identify specific intended learning outcomes that are challenging, meaningful, and measurable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Develop or select instructional activities which foster active involvement in the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Assist in assessing changing curricular needs and plans for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.34	=	
Effective		X	2.67	=	
Highly Effective		X	3.34	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

READING COACH (Continued)

CLASSROOM MANAGEMENT	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
7. Maintain a positive, organized and safe learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Use time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Manage materials and equipment effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Use effective student behavior management techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Enforce school rules, administrative regulations and Board policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Establish and maintain effective and efficient record keeping procedures, including but not limited to, required individual student plans and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Use technology resources effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Assist the school in the compilation of data to evaluate reading programs and assist in identifying appropriate strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Maintain reading documentation required by the state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Coordinate and monitor the work of volunteers and aides when assigned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.80	=	
Effective		X	1.60	=	
Highly Effective		X	2.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

READING COACH (Continued)

ASSESSMENT/EVALUATION	Performance Values (Check)				Observation Code*
	U	NI/D	E	HE	Indicate all that apply
<b>Performance Responsibilities</b>					
17. Develop and use assessment strategies (traditional and alternative) to assist the continuous development of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Analyze and identify reading problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Establish appropriate testing environment and test security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Evaluate the effectiveness of instructional units and teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.17	=	
Effective		X	2.23	=	
Highly Effective		X	3.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-6	Needs Improvement/Developing 7-10	Effective 11-14	Highly Effective 15-18
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

READING COACH (Continued)

STUDENT INSTRUCTIONAL ENGAGEMENT	Performance Values (Check)				Observation Code*
	U	NI/D	E	HE	Indicate all that apply
<b>Performance Responsibilities</b>					
23. Work with and support the classroom teacher in providing a balanced reading program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Assist in implementing and monitoring of the reading curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Assist in reading curriculum revision and development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Assist with the selection of appropriate reading resources related to identified needs at the school site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Demonstrate knowledge and understanding of subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Conduct parent nights to provide information and to train parents to assist their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Communicate high learning expectations for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Apply principles of learning and effective teaching in instructional delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Use appropriate material, technology, and other resources to help meet learning needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Provide appropriate instructional modification for students with special needs, including exceptional education students and students who have limited English proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35. Provide instruction on safety procedures and proper handling of materials and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

READING COACH (Continued)

(Continued)

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.86	=	
Effective		X	1.72	=	
Highly Effective		X	2.15	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-11	Needs Improvement/Developing 12-18	Effective 19-24	Highly Effective 25-30
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

READING COACH (Continued)

TECHNOLOGY	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
37. Use technology resources effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. Use technology to establish an atmosphere of active learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Provide students with opportunities to use technology to gather and share information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. Facilitate student access to the use of electronic resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
41. Explore and evaluate new technologies and their educational impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. Use technology to review student assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. Use technology for administrative tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.15	=	
Effective		X	2.29	=	
Highly Effective		X	2.86	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

READING COACH (Continued)

COLLABORATION	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
44. Facilitate collaboration among teachers and grade levels at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
45. Work closely with district staff to assist in the development and delivery of training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
46. Enlist the support of the SAC, PTA or PTO, Business Partners, Mentors and Volunteers for the reading initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
47. Communicate effectively, both orally and in writing, with other professionals, students, parents and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
48. Provide accurate and timely information to parents and students about academic and behavioral performance of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
49. Collaborate with other professionals and parents after recognizing student distress or abuse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
50. Serve on Student Support Team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
51. Collaborate with peers and other professionals to enhance student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
52. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.67	=	
Effective		X	1.34	=	
Highly Effective		X	1.56	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

READING COACH (Continued)

PROFESSIONAL LEARNING	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
53. Engage in a continuing improvement of professional skills and knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
54. Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
55. Update the principal and teachers on the latest trends in the area of reading instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
56. Coach teachers in the latest techniques for the prevention and remediation of reading problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
57. Model effective teaching strategies and techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
58. Assist teachers with instructional strategies to improve FCAT reading comprehension and Florida Writes assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
59. Conduct staff development activities to assist teachers in helping students improve reading skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.86	=	
Effective		X	1.72	=	
Highly Effective		X	2.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

READING COACH (Continued)

PROFESSIONAL RESPONSIBILITIES	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
60. Act in a professional and ethical manner and adhere at all times to the <i>Code of Ethics</i> and the <i>Principles of Professional Conduct of the Education Profession in Florida</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
61. Demonstrate attention to punctuality and regular attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
62. Prepare all required reports in an accurate and timely manner and maintain all appropriate records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
63. Maintain confidentiality of student and other professional information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
64. Comply with policies, procedures and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
65. Exercise appropriate professional judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
66. Support school improvement initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
67. Perform other tasks consistent with the goals and objectives of this position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.75	=	
Effective		X	1.50	=	
Highly Effective		X	1.75	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

READING COACH (Continued)

STUDENT GROWTH AND ACHIEVEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
68. Ensure that student growth and performance are continuous and appropriate for age group, subject area and /or student program classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category Raw Score	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

# SCHOOL DISTRICT OF HAMILTON COUNTY

## READING COACH

### OBSERVATION AND DATA COLLECTION/ANALYSIS RUBRIC

#### PLANNING/PREPARATION

1. Create or select short- and long-range plans based on district and state curriculum requirements, student profiles and instructional priorities.
2. Identify specific intended learning outcomes that are challenging, meaningful, and measurable.
3. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.
4. Develop or select instructional activities which foster active involvement in the learning process.
5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
6. Assist in assessing changing curricular needs and plans for improvement.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>– Confident and competent in assigned content area/s and continues to seek out ways to expand knowledge level.</li> <li>– Selects goals and objectives based on content standards and needs of students.</li> <li>– Sequences strategies and activities to create lessons that are rigorous and relevant.</li> <li>– Clearly articulates how learning outcomes are aligned with goals, objectives and content standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Highly qualified in assigned content area.</li> <li>– Goals and objectives are aligned with the district and state curriculum standards.</li> <li>– Seeks ways to utilize strategies and activities that will engage students with the content.</li> <li>– Learning outcomes are clearly and specifically articulated so students understand the plan and the reason for the activities.</li> </ul>	<ul style="list-style-type: none"> <li>– Is taking course work to become certified in content area.</li> <li>– Works with other members of the team to plan lessons that align with district and state content standards.</li> <li>– Learning outcomes are sometimes displayed so students can make the connection.</li> </ul>	<ul style="list-style-type: none"> <li>– Has little knowledge of subject area.</li> <li>– Relies on textbook organization to plan and prepare for the lesson.</li> </ul>

## READING COACH (Continued)

<b>Organization</b>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year.</li> <li>– Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans.</li> <li>– Revisits long range plans as the year progresses.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some understanding of the district and state content standards and sometimes addresses them in lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>– Has looked at the district and state content standards but they are not a part of the long range or daily planning process.</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>– Has a deep understanding of how students learn and plans instructional activities so all students are actively involved in the learning process.</li> <li>– Researches literature to stay abreast of the latest innovative strategies and materials and seeks ways to embed them when planning for student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands how students learn and plans for the use of a variety of instructional strategies.</li> <li>– Does some research regarding increased student involvement and writes plans incorporating new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands that all students should be involved in the learning process and is beginning to plan accordingly some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not understand how students learn and pays little attention to active involvement by all students during the learning process.</li> </ul>

## READING COACH (Continued)

<b>Assessments</b>	<ul style="list-style-type: none"> <li>– Utilizes diagnostic and summative assessments and a variety of assessment strategies to gather data to assist with decision making during planning.</li> <li>– Utilizes data from on-going assessments to revisit and revise plans to better serve student needs.</li> <li>– Allows students to assess themselves and to provide input into the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Diagnostic and summative assessments, and a variety of assessment strategies are used to gather data for consideration during planning.</li> <li>– A review of assessment data usually informs the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some knowledge of ongoing assessments to inform teaching and learning, but relies on end of the unit or chapter tests most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>– Learning outcomes are seldom assessed except for standardized tests.</li> <li>– Plans are written and followed with little attention to student needs or outcomes during the process of the teaching unit.</li> </ul>
<b>Quality</b>	<ul style="list-style-type: none"> <li>– Plans lessons that address all state and district curriculum standards and assists other colleagues with planning and design.</li> <li>– Develops plans that are rigorous and demanding in content and involvement.</li> <li>– Makes connections to prior lessons, student interests or real world situations so that students have a context for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Plans lessons that address each state standard.</li> <li>– Finds ways for students to see coherence in what they are studying.</li> <li>– Plans lessons that require the use of higher level thinking skills.</li> <li>– Helps students make connections to prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Has read the state standards but relies on other sources, like textbooks or previous plans for developing lesson plans.</li> <li>– Sometimes plans include the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Lesson plans are incongruent with the state standards.</li> <li>– Plans deal with interaction of Webb's lower levels of knowledge.</li> </ul>

## READING COACH (Continued)

CLASSROOM MANAGEMENT				
7. Maintain a positive, organized and safe learning environment. 8. Use time effectively. 9. Manage materials and equipment effectively. 10. Use effective student behavior management techniques. 11. Enforce school rules, administrative regulations and Board policies. 12. Establish and maintain effective and efficient record keeping procedures, including but not limited to, required individual student plans and reports. 13. Use technology resources effectively. 14. Assist the school in the compilation of data to evaluate reading programs and assist in identifying appropriate strategies. 15. Maintain reading documentation required by the state. 16. Coordinate and monitor the work of volunteers and aides when assigned.				
Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Learning Environment</b>	– Establishes a climate that empowers students to collaborate and maintain a positive, respectful and non-threatening learning environment.	– Maintains a positive, respectful and non-threatening learning environment.	– Recognizes factors necessary for a positive learning environment but has not implemented them.	– Interactions are often disrespectful, uncaring and negative.
<b>Techniques</b>	– Maintains academic focus through a variety of motivational techniques. – Students are actively engaged in the learning process and take responsibility for their learning.	– Maintains academic focus through motivational techniques. – Students are actively engaged in the learning process.	– Does not consistently maintain academic focus. – Not all students are engaged in the learning process.	– Lacks academic focus. – Students are frequently off-task and not engaged in the learning process.

## READING COACH (Continued)

<b>Efficiency/Time Management</b>	<ul style="list-style-type: none"> <li>– Maximizes instructional time and minimizes interruptions by inculcating classroom routines that are followed effortlessly by all students.</li> <li>– Transitions are smooth with students assuming responsibility; no instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes and posts routines but students require prompting to follow them.</li> <li>– Transitions are smooth; little instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes routines but they are not followed by all students or maintained by the teacher, occasionally resulting in the loss of instructional time.</li> <li>– Smooth transitions do not always occur, resulting in a loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established routines and instructional time is frequently lost for routine tasks and interruptions.</li> <li>– Transitions result in lost instructional time and behavior problems.</li> </ul>
<b>Behavior Management</b>	<ul style="list-style-type: none"> <li>– Anticipates student behavior and prevents problems.</li> <li>– A wide variety of appropriate and effective behavior management techniques have been established and utilized.</li> <li>– School rules, administrative regulations and Board policies are followed and enforced on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently monitors student behavior.</li> <li>– Appropriate and effective behavior management techniques have been established and utilized.</li> <li>– Administrative regulations and Board policies are followed and enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student behavior.</li> <li>– Behavior management techniques are not consistently applied, resulting in behavior problems.</li> <li>– Administrative regulations and Board policies are not consistently followed or enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely monitors student behavior.</li> <li>– Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students.</li> <li>– School and district rules and policies are not followed.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Clearly communicates and discusses high expectations for student behavior for all students. Students collaborate in the development of the standards and model expectations.</li> </ul>	<ul style="list-style-type: none"> <li>– Clearly communicates high expectations for student behavior to all students.</li> </ul>	<ul style="list-style-type: none"> <li>– Develops student standards of conduct and most students appear to understand them, although not all students adhere to them.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established or communicated standards of conduct for students.</li> </ul>

**READING COACH (Continued)**

<b>Supervision</b>	– Volunteers and/or assistants are productively and independently engaged throughout the entire class, making a significant contribution to the learning environment.	– Volunteers and/or assistants are productively engaged throughout the entire class, but require instructions and supervision from the teacher.	– Volunteers and/or assistants are engaged during portions of the class, but require frequent instructions and redirection from the teacher.	– Volunteers and/or assistants have no clearly defined duties or are not actively engaged in the learning process.
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READING COACH (Continued)

ASSESSMENT/EVALUATION				
17. Develop and use assessment strategies (traditional and alternative) to assist the continuous development of students. 18. Analyze and identify reading problems. 19. Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation. 20. Establish appropriate testing environment and test security. 21. Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information. 22. Evaluate the effectiveness of instructional units and teaching strategies.				
Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>Protocol</b>	<ul style="list-style-type: none"> <li>– Understands the value of standardized testing, strict directions and test security.</li> <li>– Students realize the importance of testing.</li> </ul>	<ul style="list-style-type: none"> <li>– Follows all directions for standardized testing and test security.</li> <li>– Talks with students about testing and the significance to the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Requires close supervision and follow up to ensure that standardized testing is carried out accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not value standardized testing and is compliant at best.</li> </ul>
<b>Diagnosis</b>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to beginning instruction and adjusts lesson plans and strategies accordingly.</li> <li>– Uses data from diagnostic measures to plan for ways to meet individual needs.</li> <li>– Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to instruction and adjusts lesson plans and instruction to meet student needs.</li> <li>– Uses data from ongoing diagnostic measures to more clearly align lesson design for the needs of groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to see the value in upfront diagnostic tools and occasionally will check with students prior to instruction.</li> <li>– Sometimes utilizes ongoing diagnostic strategies to inform lesson design during the course of a study.</li> </ul>	<ul style="list-style-type: none"> <li>– Begins instruction with the assumption that students should know the prior content.</li> <li>– Does not check for understanding or for diagnostic information during the course of a unit of study.</li> </ul>

## READING COACH (Continued)

<b>Analysis</b>	<ul style="list-style-type: none"> <li>– Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding instructional planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Reviews available data to evaluate instructional planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Has collaborated with others regarding their instructional planning and teaching strategies, but has done little to initiate own instructional or program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not analyze own instructional planning, teaching strategies or program evaluation.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>– Uses a variety of methods to check for understanding throughout the lesson, and corrects, provides praise or reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently checks for understanding and reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Asks students if they understand during the lesson, but often does not follow up with individual feedback.</li> </ul>	<ul style="list-style-type: none"> <li>– Seldom checks for individual student understanding.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>– Executes a plan to clearly articulate academic progress to individual students, their parents and appropriate colleagues.</li> <li>– Communicates with stakeholders on a regular and timely basis and in a variety of formats.</li> </ul>	<ul style="list-style-type: none"> <li>– Articulates academic progress to individual students, their parents, and appropriate colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Provides academic data to students and asks them to take it home to their parents.</li> <li>– Meets with colleagues as required by administration.</li> </ul>	<ul style="list-style-type: none"> <li>– Grades and test scores are posted and it is the students' responsibility to review them and tell their parents about their academic progress.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>– Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students.</li> <li>– Students have bought into goal setting and have developed strategies and a monitoring system for holding themselves accountable for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>– Models the goal setting process by sharing professional goals, strategies and monitoring system with students.</li> <li>– Asks students to write individual goals and monitors their plans so they are knowledgeable about their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Encourages students to do their best and check their work prior to grading.</li> </ul>	<ul style="list-style-type: none"> <li>– Permits students to move along in the instructional process regardless.</li> </ul>

**READING COACH (Continued)**

<b>Expectations</b>	<ul style="list-style-type: none"><li>– Communicates, posts, explains lesson expectations clearly so students know what is expected.</li><li>– Checks for understanding of expectations regularly.</li></ul>	<ul style="list-style-type: none"><li>– Posts lesson expectations so students will know what is expected.</li></ul>	<ul style="list-style-type: none"><li>– Tells students what is expected and occasionally posts an example from a previous class.</li></ul>	<ul style="list-style-type: none"><li>– Expects students to read the text and follow the directions without expectations clarified or posted.</li></ul>
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## READING COACH (Continued)

### STUDENT INSTRUCTIONAL ENGAGEMENT

23. Work with and support the classroom teacher in providing a balanced reading program.
24. Assist in implementing and monitoring of the reading curriculum.
25. Assist in reading curriculum revision and development.
26. Assist with the selection of appropriate reading resources related to identified needs at the school site.
27. Demonstrate knowledge and understanding of subject matter.
28. Conduct parent nights to provide information and to train parents to assist their students.
29. Communicate high learning expectations for all students.
30. Apply principles of learning and effective teaching in instructional delivery.
31. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities.
32. Use appropriate material, technology, and other resources to help meet learning needs of all students.
33. Provide appropriate instructional modification for students with special needs, including exceptional education students and students who have limited English proficiency.
34. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
35. Provide instruction on safety procedures and proper handling of materials and equipment.
36. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Goal Focus</b>	– Clearly demonstrates to students what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.	– Gives students a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.	– Relates the main learning objectives of each lesson to students. Outcomes are not always correlated with state and district standards.	– Begins lesson without sharing students goals, objectives or outcomes. Students are confused as to the purpose of the lesson.

## READING COACH (Continued)

<b>Knowledge of Content</b>	<ul style="list-style-type: none"> <li>– Displays extensive content knowledge with evidence of the most current information in the content area.</li> <li>– Fully explains concepts and connects content to other areas, student experiences and interests or to current events.</li> <li>– Sparks student excitement and interest in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates content knowledge and delivers content that is factually correct.</li> <li>– Content is clear and well-organized and key points or main ideas are emphasized.</li> <li>– Connects the content to other parts of the discipline or other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Has gaps in content knowledge.</li> <li>– Content is factually correct but explanations lack clarity and content is not well organized.</li> <li>– Does not emphasize key points or make connections to other parts of the discipline or with other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Makes content errors; explanations are unclear and fails to build student understanding of key concepts.</li> <li>– Does not make connections to other areas or disciplines.</li> <li>– Students are confused but instruction continues as planned.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting instruction to meet individual needs.</li> <li>– Students participate in forming their own academic goals and analyzing their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting instruction to meet classroom needs.</li> <li>– Students value academic success as evidenced by the quality of their work.</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts instruction to meet individual student needs.</li> <li>– Students may occasionally spend time off-task or give up when work is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not establish or communicate high expectations for learning and achievement.</li> <li>– There is no evidence of adjusting and adapting instruction to meet individual needs.</li> <li>– Students may demonstrate a lack of interest in their work and be afraid to take on new challenges or risk failure.</li> </ul>

## READING COACH (Continued)

<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>– Selects highly effective strategies, materials and groupings to involve and motivate all students.</li> <li>– Consistently utilizes current research and new and innovative instructional materials.</li> <li>– Seeks out and integrates technology to maximize student learning.</li> <li>– Incorporates a variety of activities designed to foster higher level thinking and problem solving.</li> <li>– All students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Selects effective strategies, materials and classroom groupings to foster student learning.</li> <li>– Utilizes available technology and has students think about, discuss and use the ideas and skills being taught.</li> <li>– Incorporates activities designed to foster higher level thinking and problem solving.</li> <li>– Students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a limited inventory of classroom strategies, materials and groupings with mixed success.</li> <li>– Understands the importance of technology but does not incorporate it into lessons effectively.</li> <li>– Lessons do not actively involve all students in learning activities or incorporate higher level thinking.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses only one or two teaching strategies or types of materials and fails to reach most students.</li> <li>– Rarely incorporates technology into lessons.</li> <li>– Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.</li> </ul>
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## READING COACH (Continued)

<b>Monitoring and Feedback</b>	<ul style="list-style-type: none"> <li>– Utilizes multiple formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Feedback is consistently provided in a timely manner and is of high quality.</li> <li>– Creates opportunities for learners to monitor and analyze their own progress.</li> <li>– Makes ongoing adjustments in teaching strategies based upon individual student learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes standardized formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Provides learners timely and consistent feedback.</li> <li>– Monitors classroom performance and adjusts teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to consistently use formative and summative instruments to assess student understanding and mastery of content.</li> <li>– Understands the importance of feedback but fails to consistently provide high quality content in a timely manner.</li> <li>– Does not always adjust instruction based upon results.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student learning. Provides poor quality or late feedback.</li> <li>– There is no evidence that instructional strategies are adjusted or modified based upon feedback.</li> </ul>
<b>Individual Student Needs</b>	<ul style="list-style-type: none"> <li>– Skillfully meets the learning needs and accommodates the learning styles of individual students by differentiating and scaffolding.</li> <li>– Displays knowledge of the learning needs and accommodations for all students, including those with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Differentiates and scaffolds instruction to accommodate most students' learning needs.</li> <li>– Makes appropriate accommodations for ELL and IEP students so that they can be engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Attempts to accommodate students with special needs, but meets with mixed success.</li> <li>– May miss opportunities to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to provide differentiated instruction for students with special needs.</li> <li>– Displays little knowledge of student needs.</li> </ul>

## READING COACH (Continued)

<b>Intervention</b>	<ul style="list-style-type: none"><li>– Is well educated on the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Constantly monitors students' behavior and physical condition and acts promptly when signs are observed or conditions reported to the teacher.</li></ul>	<ul style="list-style-type: none"><li>– Is educated on the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Acts promptly when signs are observed or conditions reported to the teacher.</li></ul>	<ul style="list-style-type: none"><li>– Is aware of some of the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Fails to pick up on signs of distress or abuse or does not consistently report this in a timely manner.</li></ul>	<ul style="list-style-type: none"><li>– Is unaware of the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Fails to pick up on signs of distress or abuse and does not report these as required.</li></ul>
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## READING COACH (Continued)

TECHNOLOGY				
37. Use technology resources effectively. 38. Use technology to establish an atmosphere of active learning. 39. Provide students with opportunities to use technology to gather and share information. 40. Facilitate student access to the use of electronic resources. 41. Explore and evaluate new technologies and their educational impact. 42. Use technology to review student assessment data. 43. Use technology for administrative tasks.				
Performance Requirement	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Delivery</b>	<ul style="list-style-type: none"> <li>– Seeks out and envisions novel ways for using technology to deliver content.</li> <li>– Uses technology to earn students interest and desire to continue with the learning task.</li> <li>– Uses technology to design lessons that are rigorous and relevant.</li> <li>– Uses technology to maximize learning.</li> <li>– Technology use is seamless in lesson design, delivery and student use.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to deliver content in a variety of ways.</li> <li>– Realizes that technology use will increase student interest.</li> <li>– Uses technology to increase the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to explore the occasional use of technology to engage students in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology for mundane tasks like copying sentences or filling in the blank type answers from an overhead projector or projection device.</li> </ul>

## READING COACH (Continued)

<b>Engagement</b>	<ul style="list-style-type: none"> <li>- Seeks out ways for students to use their own technologies (smart phones, iPads/tablets and others) in the learning process.</li> <li>- Collaborates with others to create ways for students to become authentically engaged in the learning process through the use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborates with other teachers to plan lessons that are interesting and challenging by using technology to solve real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Realizes that students like to use technology and is beginning to explore ways to integrate technology into the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>- Is beginning to explore available technology.</li> <li>- Has not figured out how to use technology in the instructional process and continue to maintain discipline in the classroom.</li> </ul>
<b>Professional Growth</b>	<ul style="list-style-type: none"> <li>- Is on the cutting edge of technology exploration and implementation.</li> <li>- Regularly seeks out new technologies and shares information with administrators and colleagues.</li> <li>- Searches for ways to collaborate with others (business, other educational institutions, schools) and shares information with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>- Reads articles and attends trainings where new technologies and new uses for technology are explored.</li> <li>- Often tries new ideas in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands the need to learn more about technology and its use in the school setting and will cooperate when asked.</li> </ul>	<ul style="list-style-type: none"> <li>- Is overwhelmed at the fast pace with which technology is changing.</li> <li>- Finds it difficult to relate to today's technology savvy students.</li> </ul>

## READING COACH (Continued)

<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>– Uses technology to gather, analyze and make sense of data.</li> <li>– Meets with colleagues to address concerns, look for trends and to celebrate successes.</li> <li>– Utilizes data when making instructional decisions that address individual student needs.</li> <li>– Utilizes data to make instructional decisions and inform parents regarding student progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to record, analyze and review student assessment data.</li> <li>– Shares data analysis with students, their parents and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Records and reviews data, and uses data for planning purposes.</li> <li>– Looks at whole class data and seldom applies data to the individual student.</li> </ul>	<ul style="list-style-type: none"> <li>– Records data as required.</li> </ul>
<b>Record Keeping and Communication</b>	<ul style="list-style-type: none"> <li>– Efficiently and effectively uses technology for communication within the school, between schools and beyond.</li> <li>– Uses technology to create avenues for parental involvement in the learning process.</li> <li>– Maintains accurate and timely records, assisting others with proven record keeping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and effective manner with colleagues.</li> <li>– Collaborates with others to solve problems.</li> <li>– Fulfills all administrative record keeping requirements in a timely and accurate manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to use technology as a tool for some administrative tasks.</li> <li>– Sometimes uses the computer for communication.</li> <li>– Occasionally fails to complete reports on time or accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Finds the use of technology a burden.</li> <li>– Is troubled by the significant amount of time involved to learn a new computer program or system.</li> <li>– Frequently fails to complete reports on time or accurately.</li> </ul>

## READING COACH (Continued)

### COLLABORATION

- 44. Facilitate collaboration among teachers and grade levels at school.
- 45. Work closely with district staff to assist in the development and delivery of training.
- 46. Enlist the support of the SAC, PTA or PTO, Business Partners, Mentors and Volunteers for the reading initiative.
- 47. Communicate effectively, both orally and in writing, with other professionals, students, parents and community.
- 48. Provide accurate and timely information to parents and students about academic and behavioral performance of students.
- 49. Collaborate with other professionals and parents after recognizing student distress or abuse.
- 50. Serve on Student Support Team.
- 51. Collaborate with peers and other professionals to enhance student learning.
- 52. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

READING COACH (Continued)

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Students and Families</b>	<ul style="list-style-type: none"> <li>– Initiates and maintains a positive collaborative relationship with parents and families including difficult to reach parents.</li> <li>– Provides leadership in working collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the instructional program and their student's progress. Students participate in preparing materials for their families.</li> <li>– Deals immediately and successfully with parent concerns and makes parents feel welcome.</li> <li>– Written and oral communications are exemplary.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and consistent manner with parents for the benefit of students.</li> <li>– Works collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the instructional program and their student's progress.</li> <li>– Returns parent phone calls and emails promptly and makes parents feel welcome in the school.</li> <li>– Written and oral communication is always informative and expressed in standard English.</li> </ul>	<ul style="list-style-type: none"> <li>– Communications to parents are sporadic and inconsistent.</li> <li>– Works collaboratively with parents only when directed to do so.</li> <li>– Provides parents the minimum information concerning the instructional program and their student's progress.</li> <li>– Is slow to respond to parent concerns and does not try to make them feel welcome at school.</li> <li>– Written and oral communications contain occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to communicate with parents concerning the instructional program or their students' progress.</li> <li>– Fails to return parent phone calls or work collaboratively with parents.</li> <li>– Makes parents feel unwelcome at school.</li> <li>– Written and oral communications frequently contain errors.</li> </ul>
<b>Other Professionals</b>	<ul style="list-style-type: none"> <li>– Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>

**READING COACH (Continued)**

<b>Teamwork</b>	<ul style="list-style-type: none"><li>– Continually provides leadership in the development of and/or implementation of standards.</li><li>– Initiates the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Participates in team planning to implement state/district standards.</li><li>– Participates in the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Is occasionally absent from team meetings and planning sessions.</li><li>– Rarely shares ideas or resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Rarely participates in team meetings or planning sessions.</li><li>– Provides almost no ideas or resources for team members.</li></ul>
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**READING COACH (Continued)**

<b>PROFESSIONAL LEARNING</b>				
<p>53. Engage in a continuing improvement of professional skills and knowledge.</p> <p>54. Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements.</p> <p>55. Update the principal and teachers on the latest trends in the area of reading instruction.</p> <p>56. Coach teachers in the latest techniques for the prevention and remediation of reading problems.</p> <p>57. Model effective teaching strategies and techniques.</p> <p>58. Assist teachers with instructional strategies to improve FCAT reading comprehension and Florida Writes assessment.</p> <p>59. Conduct staff development activities to assist teachers in helping students improve reading skills.</p>				
<b>Performance Responsibilities</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>– Meets with colleagues at least weekly to review student work, design lessons or share curriculum information.</li> <li>– Regularly meets, and often leads colleagues in the review of data for planning purposes.</li> <li>– Often leads and shares pertinent information at Professional Learning Community meetings.</li> <li>– Opens classroom doors and models effective techniques and strategies for colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Meets with colleagues weekly to review data and plan.</li> <li>– Regularly meets with colleagues to discuss lesson design and student work.</li> <li>– Actively participates at Professional Learning Community meetings.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings as required.</li> <li>– Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings but rarely contributes.</li> <li>– Sees little value in collaboration.</li> </ul>

## READING COACH (Continued)

<b>Leadership Contributions</b>	<ul style="list-style-type: none"> <li>– Continually seeks out ways to become a more effective teacher.</li> <li>– Creates opportunities to provide professional development for colleagues.</li> <li>– Represents the faculty at meetings and training sessions.</li> <li>– Assumes responsibility for disseminating information to the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with colleagues to plan and present workshops.</li> <li>– Serves on committees and shares information with others.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends professional development activities but does not serve in a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends meetings, professional development as required but seldom relates new information to professional growth.</li> </ul>
<b>Self Assessment</b>	<ul style="list-style-type: none"> <li>– Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes.</li> <li>– Routinely monitors strategies to assure that progress is being made toward goal attainment.</li> <li>– Gathers data and talks with colleagues about findings.</li> </ul>	<ul style="list-style-type: none"> <li>– Conducts a self assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan.</li> <li>– Aligns learning opportunities to focus on selected goals.</li> </ul>	<ul style="list-style-type: none"> <li>– Recognizes the need to continuously improve and conducts a self assessment.</li> <li>– Writes personal goals that focus on improving teaching.</li> <li>– Looks for evidence of goal attainment at the end of the semester/year.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to conduct a self assessment or to write goals as required.</li> </ul>

**READING COACH (Continued)**

**PROFESSIONAL RESPONSIBILITIES**

60. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
61. Demonstrate attention to punctuality and regular attendance.
62. Prepare all required reports in an accurate and timely manner and maintain all appropriate records.
63. Maintain confidentiality of student and other professional information.
64. Comply with policies, procedures and programs.
65. Exercise appropriate professional judgment.
66. Support school improvement initiatives.
67. Perform other tasks consistent with the goals and objectives of this position.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Reliability</b>	<ul style="list-style-type: none"> <li>– Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments.</li> </ul>	<ul style="list-style-type: none"> <li>– Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.</li> </ul>	<ul style="list-style-type: none"> <li>– Occasionally is late or fails to complete assigned tasks. Makes errors in records.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.</li> </ul>
<b>Judgment/ Professionalism</b>	<ul style="list-style-type: none"> <li>– Is always ethical and honest and uses impeccable judgment.</li> <li>– Always observes appropriate boundaries and respects confidentiality.</li> <li>– Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Is ethical and honest and uses good judgment.</li> <li>– Maintains appropriate boundaries and student confidentiality.</li> <li>– Actively participates in team or departmental decision-making and observes professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Sometimes uses questionable judgment and is less than completely honest and direct.</li> <li>– Sometimes violates boundaries and occasionally discloses student information.</li> <li>– Participates in team or departmental decision-making but decisions are not always based on professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest.</li> <li>– Violates appropriate boundaries and discloses student information.</li> <li>– Makes decisions based solely on self interests.</li> </ul>

## READING COACH (Continued)

<b>Contributions</b>	<ul style="list-style-type: none"><li>– Serves as a leader in at least one aspect of the school and is an important member of teacher teams and committees.</li><li>– Is a leader for one or more school activities.</li><li>– Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school.</li></ul>	<ul style="list-style-type: none"><li>– Is a positive team member and volunteers to serve on committees and attend school activities.</li><li>– Contributes ideas and expertise to accomplish the overall mission of the school.</li></ul>	<ul style="list-style-type: none"><li>– Rarely serves on committees or attends school activities.</li><li>– Rarely contributes ideas to improve the school or support its mission.</li></ul>	<ul style="list-style-type: none"><li>– Declines invitations to serve on committees or attend school activities.</li><li>– Never contributes ideas to improve the school or support its mission.</li><li>– Actions are inconsistent with the school's school improvement plan or the school's mission.</li></ul>
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**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**RESOURCE TEACHER**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS FORM**

Name \_\_\_\_\_ Position \_\_\_\_\_ Employee # \_\_\_\_\_

Subject/Course \_\_\_\_\_ School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

Comments of the Evaluator \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Comments of the Evaluatee \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Information from parents was collected and analyzed in the preparation of this report. ☐ Yes ☐ No

This evaluation has been discussed with me. ☐ Yes ☐ No

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

**Signature does not necessarily indicate agreement with this evaluation.**

RESOURCE TEACHER (Continued)

PLANNING/PREPARATION	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
1. Develop, write and coordinate assigned federal and state grant programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Provide input and support for District-wide planning to relate the instructional program and the use of financial and human resources to the District's goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	4.00	=	
Effective		X	8.00	=	
Highly Effective		X	10.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

RESOURCE TEACHER (Continued)

CLASSROOM MANAGEMENT	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
3. Prepare and submit applications, reports, schedules, surveys, projects and grants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Administer assigned budgets and expenditures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Assist in the preparation of the instructional services and staff development budgets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Prepare all required reports and maintain all appropriate records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	2.00	=	
Effective		X	4.00	=	
Highly Effective		X	5.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

RESOURCE TEACHER (Continued)

ASSESSMENT/EVALUATION	Performance Values (Check)				Observation Code*
	U	NI/D	E	HE	Indicate all that apply
<b>Performance Responsibilities</b>					
7. Facilitate the evaluation and selection of textbooks and other instructional materials to support the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Analyze, interpret and utilize student performance data, including state assessment test results, in planning and updating instructional programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	3.50	=	
Effective		X	7.00	=	
Highly Effective		X	9.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-6	Needs Improvement/Developing 7-10	Effective 11-14	Highly Effective 15-18
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

RESOURCE TEACHER (Continued)

STUDENT INSTRUCTIONAL ENGAGEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
9. Provide input into the development and annual revision of the Student Progression Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Coordinate curriculum development task teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Coordinate program planning to involve District and school personnel, community representatives and students when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	4.00	=	
Effective		X	8.00	=	
Highly Effective		X	10.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-11	Needs Improvement/Developing 12-18	Effective 19-24	Highly Effective 25-30
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

RESOURCE TEACHER (Continued)

TECHNOLOGY	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
12. Use technology resources effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Use technology to establish an atmosphere of active learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Provide students with opportunities to use technology to gather and share information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Facilitate student access to the use of electronic resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Explore and evaluate new technologies and their educational impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Use technology to review student assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Use technology for administrative tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.15	=	
Effective		X	2.29	=	
Highly Effective		X	2.86	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

RESOURCE TEACHER (Continued)

COLLABORATION	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
19. Maintain a close working relationship with school personnel to ensure information exchange, coordination of efforts and general support for the decision-making process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Collaborate with coordinators and other specialists to assist them in purposeful articulation among all instructional levels as well as between basic and special programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Work cooperatively with the school staff in curriculum and program planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Maintain contact with other school districts in Florida and other states to share and receive information on effective programs and practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.20	=	
Effective		X	2.40	=	
Highly Effective		X	2.80	=	

Category Raw Score

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

RESOURCE TEACHER (Continued)

PROFESSIONAL LEARNING	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
24. Keep abreast of current trends and best practices in assigned areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Maintain current knowledge of legislative developments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Assist principals with planning school-based staff development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Conduct appropriate staff development workshops.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Attend meetings and conferences which promote professional growth and will benefit the District.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Participate in school data collection of input on principal's performance assessment program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.00	=	
Effective		X	2.00	=	
Highly Effective		X	2.34	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**RESOURCE TEACHER (Continued)**

<b>PROFESSIONAL RESPONSIBILITIES</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
30. Serve as contact to the Department of Education as appropriate and assigned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Maintain good public relations with parents and community groups for dissemination of information and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Assist in interpreting the programs, philosophy and policies of the District to staff, students and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Maintain liaison with social, professional, civic, volunteer and other community agencies and groups having an interest in the schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. Keep the supervisor informed about potential problems or unusual events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35. Model and maintain high standards of professional conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36. Demonstrate initiative in recognizing needs or potential for improvement and take appropriate action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. Facilitate problem-solving by groups or individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Perform other incidental tasks consistent with the goals and objectives of this position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**O – Observed**
**I – Clearly Indicated**
**C – Collected Data**
**NE – Not Evident**

RESOURCE TEACHER (Continued)

(Continued)

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.60	=	
Effective		X	1.20	=	
Highly Effective		X	1.40	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

RESOURCE TEACHER (Continued)

STUDENT GROWTH AND ACHIEVEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
40. Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and /or student program classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category Raw Score	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**RESOURCE TEACHER**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS RUBRIC**

**PLANNING/PREPARATION**

1. Develop, write and coordinate assigned federal and state grant programs.
2. Provide input and support for District-wide planning to relate the instructional program and the use of financial and human resources to the District's goals and objectives.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>– Confident and competent in assigned content area/s and continues to seek out ways to expand knowledge level.</li> <li>– Selects goals and objectives based on content standards and needs of students.</li> <li>– Sequences strategies and activities to create programs that are rigorous and relevant.</li> <li>– Clearly articulates how learning outcomes are aligned with goals, objectives and content standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Highly qualified in assigned content area.</li> <li>– Goals and objectives are aligned with the district and state curriculum standards.</li> <li>– Seeks ways to utilize strategies and activities that will engage students with the program.</li> <li>– Learning outcomes are clearly and specifically articulated so students understand the plan and the reason for the activities.</li> </ul>	<ul style="list-style-type: none"> <li>– Is taking course work to become certified in content area.</li> <li>– Works with other members of the team to plan lessons that align with district and state content standards.</li> <li>– Learning outcomes are sometimes displayed so students can make the connection.</li> </ul>	<ul style="list-style-type: none"> <li>– Has little knowledge of subject area.</li> <li>– Relies on textbook organization to plan and prepare.</li> </ul>

## RESOURCE TEACHER (Continued)

<b>Organization</b>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year.</li> <li>– Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans.</li> <li>– Revisits long range plans as the year progresses.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some understanding of the district and state content standards and sometimes addresses them in program development.</li> </ul>	<ul style="list-style-type: none"> <li>– Has looked at the district and state content standards but they are not a part of the long range or daily planning process.</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>– Has a deep understanding of how students learn and helps plan instructional programs so all students are actively involved in the learning process.</li> <li>– Researches literature to stay abreast of the latest innovative strategies and materials and seeks ways to embed them when planning for student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands how students learn and helps plan for the use of a variety of instructional strategies.</li> <li>– Does some research regarding increased student involvement and writes plans incorporating new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands that all students should be involved in the learning process and is beginning to plan accordingly some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not understand how students learn and pays little attention to active involvement by all students during the learning process.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>– Utilizes diagnostic and summative assessments and a variety of assessment strategies to gather data to assist with decision making during planning.</li> <li>– Utilizes data from on-going assessments to revisit and revise plans to better serve student needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Diagnostic and summative assessments, and a variety of assessment strategies are used to gather data for consideration during planning.</li> <li>– A review of assessment data usually informs the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some knowledge of ongoing assessments to inform teaching and learning, but relies on standardized tests most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>– Learning outcomes are seldom assessed except for standardized tests.</li> <li>– Plans are written and followed with little attention to student needs or outcomes during the process of the teaching unit.</li> </ul>

## RESOURCE TEACHER (Continued)

<b>Quality</b>	<ul style="list-style-type: none"><li>– Plans programs that address all state and district curriculum standards and assists other colleagues with planning and design.</li><li>– Develops programs that are rigorous and demanding in content and involvement.</li><li>– Makes connections to prior lessons, student interests or real world situations so that students have a context for their learning.</li></ul>	<ul style="list-style-type: none"><li>– Plans programs that address each state standard.</li><li>– Finds ways for students to see coherence in what they are studying.</li><li>– Plans programs that require the use of higher level thinking skills.</li><li>– Helps students make connections to prior learning.</li></ul>	<ul style="list-style-type: none"><li>– Has read the state standards but relies on other sources, like textbooks or previous plans for developing programs.</li><li>– Sometimes programs include the use of higher level thinking skills.</li></ul>	<ul style="list-style-type: none"><li>– Programs are incongruent with the state standards.</li><li>– Programs deal with interaction of lower levels of knowledge.</li></ul>
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RESOURCE TEACHER (Continued)

CLASSROOM MANAGEMENT				
3. Prepare and submit applications, reports, schedules, surveys, projects and grants. 4. Administer assigned budgets and expenditures. 5. Assist in the preparation of the instructional services and staff development budgets. 6. Prepare all required reports and maintain all appropriate records.				
Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Learning Environment</b>	– Establishes a climate that empowers students to collaborate and maintain a positive, respectful and non-threatening learning environment.	– Maintains a positive, respectful and non-threatening learning environment.	– Recognizes factors necessary for a positive learning environment but has not implemented them.	– Interactions are often disrespectful, uncaring and negative.
<b>Techniques</b>	– Maintains focus through a variety of motivational techniques.	– Maintains focus through motivational techniques.	– Does not consistently maintain focus.	– Lacks focus.
<b>Efficiency/Time Management</b>	– Maximizes time and minimizes interruptions by inculcating routines that are followed effortlessly. – Transitions are smooth; no time is lost.	– Establishes and posts routines but requires prompting to follow them. – Transitions are smooth; little time is lost.	– Establishes routines but they are not followed or maintained, occasionally resulting in the loss of time. – Smooth transitions do not always occur, resulting in a loss of time.	– Has not established routines and time is frequently lost for routine tasks and interruptions. – Transitions result in lost time.

## RESOURCE TEACHER (Continued)

<b>Behavior Management</b>	<ul style="list-style-type: none"> <li>– Anticipates student behavior and prevents problems.</li> <li>– A wide variety of appropriate and effective behavior management techniques have been established and utilized.</li> <li>– School rules, administrative regulations and Board policies are followed and enforced on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently monitors student behavior.</li> <li>– Appropriate and effective behavior management techniques have been established and utilized.</li> <li>– Administrative regulations and Board policies are followed and enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student behavior.</li> <li>– Behavior management techniques are not consistently applied, resulting in behavior problems.</li> <li>– Administrative regulations and Board policies are not consistently followed or enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely monitors student behavior.</li> <li>– Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students.</li> <li>– School and district rules and policies are not followed.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Clearly communicates and discusses high expectations for student behavior for all students.</li> </ul>	<ul style="list-style-type: none"> <li>– Clearly communicates high expectations for student behavior to all students.</li> </ul>	<ul style="list-style-type: none"> <li>– Develops student standards of conduct and most students appear to understand them, although not all students adhere to them.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established or communicated standards of conduct for students.</li> </ul>
<b>Supervision</b>	<ul style="list-style-type: none"> <li>– Volunteers and/or assistants are productively and independently engaged, making a significant contribution to the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>– Volunteers and/or assistants are productively engaged, but require instructions and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>– Volunteers and/or assistants are engaged, but require frequent instructions and redirection.</li> </ul>	<ul style="list-style-type: none"> <li>– Volunteers and/or assistants have no clearly defined duties or are not actively engaged.</li> </ul>

RESOURCE TEACHER (Continued)

ASSESSMENT/EVALUATION				
<p>7. Facilitate the evaluation and selection of textbooks and other instructional materials to support the curriculum.</p> <p>8. Analyze, interpret and utilize student performance data, including state assessment test results, in planning and updating instructional programs.</p>				
Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Protocol</b>	<ul style="list-style-type: none"> <li>– Understands the value of standardized testing, strict directions and test security.</li> </ul>	<ul style="list-style-type: none"> <li>– Follows all directions for standardized testing and test security.</li> </ul>	<ul style="list-style-type: none"> <li>– Requires close supervision and follow up to ensure that standardized testing is carried out accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not value standardized testing and is compliant at best.</li> </ul>
<b>Diagnosis</b>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures and adjusts plans and strategies accordingly.</li> <li>– Uses data from diagnostic measures to plan for ways to meet individual needs.</li> <li>– Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures and adjusts plans and instruction to meet student needs.</li> <li>– Uses data from ongoing diagnostic measures to more clearly align lesson design for the needs of groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to see the value in upfront diagnostic tools and occasionally will check with students prior to instruction.</li> <li>– Sometimes utilizes ongoing diagnostic strategies to inform lesson design during the course of a study.</li> </ul>	<ul style="list-style-type: none"> <li>– Begins instruction with the assumption that students should know the prior content.</li> <li>– Does not check for understanding or for diagnostic information during the course of a unit of study.</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>– Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding instructional planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Reviews available data to evaluate instructional planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Has collaborated with others regarding their instructional planning and teaching strategies, but has done little to initiate own instructional or program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not analyze own instructional planning, teaching strategies or program evaluation.</li> </ul>

**RESOURCE TEACHER (Continued)**

<b>Communication</b>	<ul style="list-style-type: none"><li>– Executes a plan to clearly articulate academic progress to individual students, their parents and appropriate colleagues.</li><li>– Communicates with stakeholders on a regular and timely basis and in a variety of formats.</li></ul>	<ul style="list-style-type: none"><li>– Articulates academic progress to individual students, their parents, and appropriate colleagues.</li></ul>	<ul style="list-style-type: none"><li>– Provides academic data to students and asks them to take it home to their parents.</li><li>– Meets with colleagues as required by administration.</li></ul>	<ul style="list-style-type: none"><li>– It is the students' responsibility to tell their parents about their academic progress.</li></ul>
<b>Responsibility</b>	<ul style="list-style-type: none"><li>– Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students.</li></ul>	<ul style="list-style-type: none"><li>– Models the goal setting process by sharing professional goals, strategies and monitoring system with students.</li></ul>	<ul style="list-style-type: none"><li>– Sets goals but does not follow them.</li></ul>	<ul style="list-style-type: none"><li>– Does not set goals.</li></ul>

RESOURCE TEACHER (Continued)

**STUDENT INSTRUCTIONAL ENGAGEMENT**

9. Provide input into the development and annual revision of the Student Progression Plan.  
 10. Coordinate curriculum development task teams.  
 11. Coordinate program planning to involve District and school personnel, community representatives and students when appropriate.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Goal Focus</b>	<ul style="list-style-type: none"> <li>– Clearly demonstrates to what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Gives a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Relates the main learning objectives of each lesson. Outcomes are not always correlated with state and district standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Begins lesson without sharing students goals, objectives or outcomes.</li> </ul>
<b>Knowledge of Content</b>	<ul style="list-style-type: none"> <li>– Displays extensive content knowledge with evidence of the most current information in the content area.</li> <li>– Fully explains concepts and connects content to other areas, student experiences and interests or to current events.</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates content knowledge and delivers content that is factually correct.</li> <li>– Content is clear and well-organized and key points or main ideas are emphasized.</li> </ul>	<ul style="list-style-type: none"> <li>– Has gaps in content knowledge.</li> <li>– Content is factually correct but explanations lack clarity and content is not well organized.</li> </ul>	<ul style="list-style-type: none"> <li>– Makes content errors; explanations are unclear and fails to build student understanding of key concepts.</li> <li>– Does not make connections to other areas or disciplines.</li> </ul>

## RESOURCE TEACHER (Continued)

<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting instruction to meet individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting instruction to meet classroom needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts instruction to meet individual student needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not establish or communicate high expectations for learning and achievement.</li> <li>– There is no evidence of adjusting and adapting instruction to meet individual needs.</li> </ul>
<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>– Selects highly effective strategies, materials and groupings to involve and motivate all students.</li> <li>– Consistently utilizes current research and new and innovative instructional materials.</li> <li>– Seeks out and integrates technology to maximize student learning.</li> <li>– Incorporates a variety of activities designed to foster higher level thinking and problem solving.</li> <li>– All students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Selects effective strategies, materials and classroom groupings to foster student learning.</li> <li>– Utilizes available technology and has students think about, discuss and use the ideas and skills being taught.</li> <li>– Incorporates activities designed to foster higher level thinking and problem solving.</li> <li>– Students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a limited inventory of classroom strategies, materials and groupings with mixed success.</li> <li>– Understands the importance of technology but does not incorporate it into lessons effectively.</li> <li>– Lessons do not actively involve all students in learning activities or incorporate higher level thinking.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses only one or two teaching strategies or types of materials and fails to reach most students.</li> <li>– Rarely incorporates technology into lessons.</li> <li>– Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.</li> </ul>

## RESOURCE TEACHER (Continued)

<b>Monitoring and Feedback</b>	<ul style="list-style-type: none"> <li>– Utilizes multiple formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Feedback is consistently provided in a timely manner and is of high quality.</li> <li>– Creates opportunities for learners to monitor and analyze their own progress.</li> <li>– Makes ongoing adjustments in teaching strategies based upon individual student learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes standardized formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Provides learners timely and consistent feedback.</li> <li>– Monitors classroom performance and adjusts teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to consistently use formative and summative instruments to assess student understanding and mastery of content.</li> <li>– Understands the importance of feedback but fails to consistently provide high quality content in a timely manner.</li> <li>– Does not always adjust instruction based upon results.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student learning. Provides poor quality or late feedback.</li> <li>– There is no evidence that instructional strategies are adjusted or modified based upon feedback.</li> </ul>
<b>Individual Student Needs</b>	<ul style="list-style-type: none"> <li>– Skillfully meets the learning needs and accommodates the learning styles of individual students by differentiating and scaffolding.</li> <li>– Displays knowledge of the learning needs and accommodations for all students, including those with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Differentiates and scaffolds instruction to accommodate most students' learning needs.</li> <li>– Makes appropriate accommodations for ELL and IEP students so that they can be engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Attempts to accommodate students with special needs, but meets with mixed success.</li> <li>– May miss opportunities to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to provide differentiated instruction for students with special needs.</li> <li>– Displays little knowledge of student needs.</li> </ul>

## RESOURCE TEACHER (Continued)

<b>Intervention</b>	<ul style="list-style-type: none"><li>– Is well educated on the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Constantly monitors students' behavior and physical condition and acts promptly when signs are observed or conditions reported to the teacher.</li></ul>	<ul style="list-style-type: none"><li>– Is educated on the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Acts promptly when signs are observed or conditions reported to the teacher.</li></ul>	<ul style="list-style-type: none"><li>– Is aware of some of the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Fails to pick up on signs of distress or abuse or does not consistently report this in a timely manner.</li></ul>	<ul style="list-style-type: none"><li>– Is unaware of the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Fails to pick up on signs of distress or abuse and does not report these as required.</li></ul>
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## RESOURCE TEACHER (Continued)

TECHNOLOGY				
12. Use technology resources effectively. 13. Use technology to establish an atmosphere of active learning. 14. Provide students with opportunities to use technology to gather and share information. 15. Facilitate student access to the use of electronic resources. 16. Explore and evaluate new technologies and their educational impact. 17. Use technology to review student assessment data. 18. Use technology for administrative tasks.				
Performance Requirement	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Delivery</b>	<ul style="list-style-type: none"> <li>– Seeks out and envisions novel ways for using technology to deliver content.</li> <li>– Uses technology to earn students interest and desire to continue with the learning task.</li> <li>– Uses technology to design lessons that are rigorous and relevant.</li> <li>– Uses technology to maximize learning.</li> <li>– Technology use is seamless in lesson design, delivery and student use.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to deliver content in a variety of ways.</li> <li>– Realizes that technology use will increase student interest.</li> <li>– Uses technology to increase the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to explore the occasional use of technology to engage students in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology for mundane tasks like copying sentences or filling in the blank type answers from an overhead projector or projection device.</li> </ul>

## RESOURCE TEACHER (Continued)

<b>Engagement</b>	<ul style="list-style-type: none"> <li>- Seeks out ways for students to use their own technologies (smart phones, iPads/tablets and others) in the learning process.</li> <li>- Collaborates with others to create ways for students to become authentically engaged in the learning process through the use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborates with other teachers to plan lessons that are interesting and challenging by using technology to solve real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Realizes that students like to use technology and is beginning to explore ways to integrate technology into the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>- Is beginning to explore available technology.</li> <li>- Has not figured out how to use technology in the instructional process and continue to maintain discipline in the classroom.</li> </ul>
<b>Professional Growth</b>	<ul style="list-style-type: none"> <li>- Is on the cutting edge of technology exploration and implementation.</li> <li>- Regularly seeks out new technologies and shares information with administrators and colleagues.</li> <li>- Searches for ways to collaborate with others (business, other educational institutions, schools) and shares information with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>- Reads articles and attends trainings where new technologies and new uses for technology are explored.</li> <li>- Often tries new ideas in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands the need to learn more about technology and its use in the school setting and will cooperate when asked.</li> </ul>	<ul style="list-style-type: none"> <li>- Is overwhelmed at the fast pace with which technology is changing.</li> <li>- Finds it difficult to relate to today's technology savvy students.</li> </ul>

## RESOURCE TEACHER (Continued)

<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>– Uses technology to gather, analyze and make sense of data.</li> <li>– Meets with colleagues to address concerns, look for trends and to celebrate successes.</li> <li>– Utilizes data when making instructional decisions that address individual student needs.</li> <li>– Utilizes data to make instructional decisions and inform parents regarding student progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to record, analyze and review student assessment data.</li> <li>– Shares data analysis with students, their parents and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Records and reviews data, and uses data for planning purposes.</li> <li>– Looks at whole class data and seldom applies data to the individual student.</li> </ul>	<ul style="list-style-type: none"> <li>– Records data as required.</li> </ul>
<b>Record Keeping and Communication</b>	<ul style="list-style-type: none"> <li>– Efficiently and effectively uses technology for communication within the school, between schools and beyond.</li> <li>– Uses technology to create avenues for parental involvement in the learning process.</li> <li>– Maintains accurate and timely records, assisting others with proven record keeping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and effective manner with colleagues.</li> <li>– Collaborates with others to solve problems.</li> <li>– Fulfills all administrative record keeping requirements in a timely and accurate manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to use technology as a tool for some administrative tasks.</li> <li>– Sometimes uses the computer for communication.</li> <li>– Occasionally fails to complete reports on time or accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Finds the use of technology a burden.</li> <li>– Is troubled by the significant amount of time involved to learn a new computer program or system.</li> <li>– Frequently fails to complete reports on time or accurately.</li> </ul>

**RESOURCE TEACHER (Continued)**

**COLLABORATION**

19. Maintain a close working relationship with school personnel to ensure information exchange, coordination of efforts and general support for the decision-making process.
20. Collaborate with coordinators and other specialists to assist them in purposeful articulation among all instructional levels as well as between basic and special programs.
21. Work cooperatively with the school staff in curriculum and program planning.
22. Maintain contact with other school districts in Florida and other states to share and receive information on effective programs and practices.
23. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

RESOURCE TEACHER (Continued)

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Students and Families</b>	<ul style="list-style-type: none"> <li>– Initiates and maintains a positive collaborative relationship with parents and families including difficult to reach parents.</li> <li>– Provides leadership in working collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the instructional program and their student's progress. Students participate in preparing materials for their families.</li> <li>– Deals immediately and successfully with parent concerns and makes parents feel welcome.</li> <li>– Written and oral communications are exemplary.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and consistent manner with parents for the benefit of students.</li> <li>– Works collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the instructional program and their student's progress.</li> <li>– Returns parent phone calls and emails promptly and makes parents feel welcome in the school.</li> <li>– Written and oral communication is always informative and expressed in standard English.</li> </ul>	<ul style="list-style-type: none"> <li>– Communications to parents are sporadic and inconsistent.</li> <li>– Works collaboratively with parents only when directed to do so.</li> <li>– Provides parents the minimum information concerning the instructional program and their student's progress.</li> <li>– Is slow to respond to parent concerns and does not try to make them feel welcome at school.</li> <li>– Written and oral communications contain occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to communicate with parents concerning the instructional program or their students' progress.</li> <li>– Fails to return parent phone calls or work collaboratively with parents.</li> <li>– Makes parents feel unwelcome at school.</li> <li>– Written and oral communications frequently contain errors.</li> </ul>
<b>Other Professionals</b>	<ul style="list-style-type: none"> <li>– Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>

**RESOURCE TEACHER (Continued)**

<b>Teamwork</b>	<ul style="list-style-type: none"><li>– Continually provides leadership in the development of and/or implementation of standards.</li><li>– Initiates the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Participates in team planning to implement state/district standards.</li><li>– Participates in the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Is occasionally absent from team meetings and planning sessions.</li><li>– Rarely shares ideas or resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Rarely participates in team meetings or planning sessions.</li><li>– Provides almost no ideas or resources for team members.</li></ul>
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RESOURCE TEACHER (Continued)

PROFESSIONAL LEARNING				
24. Keep abreast of current trends and best practices in assigned areas. 25. Maintain current knowledge of legislative developments. 26. Assist principals with planning school-based staff development. 27. Conduct appropriate staff development workshops. 28. Attend meetings and conferences which promote professional growth and will benefit the District. 29. Participate in school data collection of input on principal's performance assessment program.				
Performance Responsibilities	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>– Meets with colleagues at least weekly to review student work, design lessons or share curriculum information.</li> <li>– Regularly meets, and often leads colleagues in the review of data for planning purposes.</li> <li>– Often leads and shares pertinent information at Professional Learning Community meetings.</li> <li>– Opens classroom doors and models effective techniques and strategies for colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Meets with colleagues weekly to review data and plan.</li> <li>– Regularly meets with colleagues to discuss lesson design and student work.</li> <li>– Actively participates at Professional Learning Community meetings.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings as required.</li> <li>– Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings but rarely contributes.</li> <li>– Sees little value in collaboration.</li> </ul>

## RESOURCE TEACHER (Continued)

<b>Leadership Contributions</b>	<ul style="list-style-type: none"> <li>– Continually seeks out ways to become more effective.</li> <li>– Creates opportunities to provide professional development for colleagues.</li> <li>– Represents the faculty at meetings and training sessions.</li> <li>– Assumes responsibility for disseminating information to the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with colleagues to plan and present workshops.</li> <li>– Serves on committees and shares information with others.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends professional development activities but does not serve in a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends meetings, professional development as required but seldom relates new information to professional growth.</li> </ul>
<b>Self Assessment</b>	<ul style="list-style-type: none"> <li>– Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes.</li> <li>– Routinely monitors strategies to assure that progress is being made toward goal attainment.</li> <li>– Gathers data and talks with colleagues about findings.</li> </ul>	<ul style="list-style-type: none"> <li>– Conducts a self assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan.</li> <li>– Aligns learning opportunities to focus on selected goals.</li> </ul>	<ul style="list-style-type: none"> <li>– Recognizes the need to continuously improve and conducts a self assessment.</li> <li>– Writes personal goals that focus on improving teaching.</li> <li>– Looks for evidence of goal attainment at the end of the semester/year.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to conduct a self assessment or to write goals as required.</li> </ul>

## RESOURCE TEACHER (Continued)

### PROFESSIONAL RESPONSIBILITIES

30. Serve as contact to the Department of Education as appropriate and assigned.
31. Maintain good public relations with parents and community groups for dissemination of information and feedback.
32. Assist in interpreting the programs, philosophy and policies of the District to staff, students and the community.
33. Maintain liaison with social, professional, civic, volunteer and other community agencies and groups having an interest in the schools.
34. Keep the supervisor informed about potential problems or unusual events.
35. Model and maintain high standards of professional conduct.
36. Demonstrate initiative in recognizing needs or potential for improvement and take appropriate action.
37. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
38. Facilitate problem-solving by groups or individuals.
39. Perform other incidental tasks consistent with the goals and objectives of this position.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Reliability</b>	– Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments.	– Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.	– Occasionally is late or fails to complete assigned tasks. Makes errors in records.	– Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.

## RESOURCE TEACHER (Continued)

<b>Judgment/ Professionalism</b>	<ul style="list-style-type: none"> <li>– Is always ethical and honest and uses impeccable judgment.</li> <li>– Always observes appropriate boundaries and respects confidentially.</li> <li>– Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Is ethical and honest and uses good judgment.</li> <li>– Maintains appropriate boundaries and student confidentially.</li> <li>– Actively participates in team or departmental decision-making and observes professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Sometimes uses questionable judgment and is less than completely honest and direct.</li> <li>– Sometimes violates boundaries and occasionally discloses student information.</li> <li>– Participates in team or departmental decision-making but decisions are not always based on professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest.</li> <li>– Violates appropriate boundaries and discloses student information.</li> <li>– Makes decisions based solely on self interests.</li> </ul>
<b>Contributions</b>	<ul style="list-style-type: none"> <li>– Serves as a leader in at least one aspect of the school and is an important member of teacher teams and committees.</li> <li>– Is a leader for one or more school activities.</li> <li>– Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>– Is a positive team member and volunteers to serve on committees and attend school activities.</li> <li>– Contributes ideas and expertise to accomplish the overall mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely serves on committees or attends school activities.</li> <li>– Rarely contributes ideas to improve the school or support its mission.</li> </ul>	<ul style="list-style-type: none"> <li>– Declines invitations to serve on committees or attend school activities.</li> <li>– Never contributes ideas to improve the school or support its mission.</li> <li>– Actions are inconsistent with the school's school improvement plan or the school's mission.</li> </ul>

**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**SCHOOL PSYCHOLOGIST**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS FORM**

Name \_\_\_\_\_ Position \_\_\_\_\_ Employee # \_\_\_\_\_

Subject/Course \_\_\_\_\_ School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

Comments of the Evaluator \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Comments of the Evaluatee \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Information from parents was collected and analyzed in the preparation of this report. ☐ Yes ☐ No

This evaluation has been discussed with me. ☐ Yes ☐ No

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

**Signature does not necessarily indicate agreement with this evaluation.**

SCHOOL PSYCHOLOGIST (Continued)

PLANNING/PREPARATION	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
1. Establish short- and long-range plans designed specifically to support the District exceptional student educational plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Plan and prepare intervention strategies for parents and teachers that are effective and contribute to a climate where students become engaged in meaningful learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	4.00	=	
Effective		X	8.00	=	
Highly Effective		X	10.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**SCHOOL PSYCHOLOGIST (Continued)**

<b>CLASSROOM MANAGEMENT</b>	<b>Performance Values (Check One)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
3. Prioritize and organize schedules and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Establish a positive and supportive environment for psychological services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Communicate clearly defined expectations to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Arrange furniture and /or space to facilitate testing and consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Maintain organized, accurate, and complete records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Prepare thorough and accurate reports in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Implement and coordinate school-wide and District-wide psychological services and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Manage time efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Manage materials and equipment effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		X	0	=	
<b>Needs Improvement/Developing</b>		X	.89	=	
<b>Effective</b>		X	1.78	=	
<b>Highly Effective</b>		X	2.23	=	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-7</b>	<b>Needs Improvement/Developing 8-11</b>	<b>Effective 12-16</b>	<b>Highly Effective 17-20</b>
<b>Summative Scale Value</b>				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**SCHOOL PSYCHOLOGIST (Continued)**

<b>ASSESSMENT/EVALUATION</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
<b>Performance Responsibilities</b>					
12. Participate in needs assessment activities, planning, and development of interventions, programs, and/or service to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Select, develop, or modify psychological assessment materials which identify learning needs of students with diverse cultural and social economic background, learning styles, and special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Assist in early identification of students' school-related problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Conduct valid psychological and psycho-educational assessments according to professional standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Demonstrate knowledge of assessment instruments and techniques in areas of social/emotional development and functioning, behavior, and academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Analyze and interpret information to make diagnoses and recommendations regarding needs for services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Communicate test results with parents and appropriate school personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Seek additional data sources which will provide evidence of student growth and/or the identification of developmental needs and share these findings with principals and other instructional leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Conduct a comprehensive follow up with tested students to determine the effectiveness and implementation levels of recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

SCHOOL PSYCHOLOGIST (Continued)

(Continued)

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.78	=	
Effective		X	1.56	=	
Highly Effective		X	2.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-6	Needs Improvement/Developing 7-10	Effective 11-14	Highly Effective 15-18
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**SCHOOL PSYCHOLOGIST (Continued)**

STUDENT INSTRUCTIONAL ENGAGEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
21. Assist schools and the district in preparing for changing curriculum and service needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Accept and value students and parents from diverse cultures and with diverse needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23. Demonstrate patience in establishing relationships with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Demonstrate knowledge and understanding of a broad curriculum base.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Formulate recommendations appropriate for students from diverse backgrounds with different learning styles and special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Design techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Specialize in recognizing overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Provide direct observation and / or crisis intervention as necessary and / or requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Use effective consultative behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Interpret educational policies, programs, and procedures related to psychological services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Make recommendations based on evaluation results for strategies to assist the student at school and at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Participate in team meetings to share information, determine appropriate placement and services, and recommend interventions to assist the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Assist in providing objectives for the development of the Individual Education Plan for identified students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

SCHOOL PSYCHOLOGIST (Continued)

(Continued)

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.93	=	
Effective		X	1.85	=	
Highly Effective		X	2.31	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-11	Needs Improvement/Developing 12-18	Effective 19-24	Highly Effective 25-30
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**SCHOOL PSYCHOLOGIST (Continued)**

<b>TECHNOLOGY</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
34. Use technology resources effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35. Use technology to establish an atmosphere of active learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36. Provide students with opportunities to use technology to gather and share information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37. Facilitate student access to the use of electronic resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. Explore and evaluate new technologies and their educational impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Use technology to review student assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. Use technology for administrative tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>1.15</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>2.29</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>2.86</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-7</b>	<b>Needs Improvement/Developing 8-11</b>	<b>Effective 12-16</b>	<b>Highly Effective 17-20</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

# **SCHOOL PSYCHOLOGIST (Continued)**

COLLABORATION	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
41. Participate in Child Study, eligibility, and IEP committees to help meet the needs of identified students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. Participate in multidisciplinary staffing conferences concerning individual cases of special need (academic, social, cultural, emotional, economic).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. Use language appropriate to the student, parent, or other listener.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
44. Provide follow up conferences with parents and teachers to interpret and develop alternative instructional strategies for students with special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
45. Suggest realistic and effective intervention strategies for teachers to use with students, based on observations of student behavior and performance assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
46. Work effectively with students, parents, colleagues, community agencies and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
47. Consult with parents, other school staff, and teachers about ways to facilitate the learning and adjustment of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
48. Enlist the cooperation of parents in examining the family situation and assessing strengths and problem areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
49. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

SCHOOL PSYCHOLOGIST (Continued)

\_\_\_\_\_ (Continued)

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.67	=	
Effective		X	1.34	=	
Highly Effective		X	1.56	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**SCHOOL PSYCHOLOGIST (Continued)**

<b>PROFESSIONAL LEARNING</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
50. Conduct inservice training for faculty and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
51. Demonstrate professional growth and continuing improvement of professional knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
52. Assist others in acquiring knowledge and understanding of psychological services and resources available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
53. Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and District programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
54. Participate in District sponsored staff development programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
55. Share experience and new learning by mentoring new colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
56. Participate in data collection of input on administrator's performance assessment program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>.86</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>1.72</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>2.00</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-5</b>	<b>Needs Improvement/Developing 6-9</b>	<b>Effective 10-12</b>	<b>Highly Effective 13-14</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**SCHOOL PSYCHOLOGIST (Continued)**

<b>PROFESSIONAL RESPONSIBILITIES</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
57. Act in a professional and ethical manner and adhere at all times to the <i>Code of Ethics</i> and the <i>Principles of Professional Conduct of the Education Profession in Florida</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
58. Perform and fulfill professional responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
59. Demonstrate attention to punctuality, attendance, records, and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
60. Maintain confidentiality of student and other professional information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
61. Comply with federal, state, and district laws, rules, policies, and procedures in the delivery of school psychological services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
62. Exercise appropriate professional judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
63. Support District and local school improvement initiatives, services, and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
64. Contribute to the overall District and school mission by supporting various school committees and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
65. Perform other incidental tasks consistent with the goals and objectives of this position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>.67</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>1.34</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>1.56</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-5</b>	<b>Needs Improvement/Developing 6-9</b>	<b>Effective 10-12</b>	<b>Highly Effective 13-14</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**SCHOOL PSYCHOLOGIST (Continued)**

STUDENT GROWTH AND ACHIEVEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
66. Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and /or student program classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category Raw Score	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**SCHOOL PSYCHOLOGIST**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS RUBRIC**

**PLANNING/PREPARATION**

1. Establish short- and long-range plans designed specifically to support the District exceptional student educational plan.
2. Plan and prepare intervention strategies for parents and teachers that are effective and contribute to a climate where students become engaged in meaningful learning experiences.

Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>– Confident and competent in assigned content area/s and continues to seek out ways to expand knowledge level.</li> <li>– Selects goals and objectives based on content standards and needs of students.</li> <li>– Sequences strategies and activities to create psychological services that are rigorous and relevant.</li> <li>– Clearly articulates how psychological outcomes are aligned with goals, objectives and content standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Highly qualified in assigned content area.</li> <li>– Goals and objectives are aligned with the district and state curriculum standards.</li> <li>– Seeks ways to utilize strategies and activities that will engage students with the content.</li> <li>– Psychological services outcomes are clearly and specifically articulated so students understand the plan and the reason for the activities.</li> </ul>	<ul style="list-style-type: none"> <li>– Is taking course work to become certified in content area.</li> <li>– Works with other members of the team to plan psychological services that align with district and state content standards.</li> <li>– Psychological outcomes are sometimes displayed so students can make the connection.</li> </ul>	<ul style="list-style-type: none"> <li>– Has little knowledge of subject area.</li> <li>– Relies on textbook organization to plan and prepare for the psychological services.</li> </ul>

## SCHOOL PSYCHOLOGIST (Continued)

<b>Organization</b>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year.</li> <li>– Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans.</li> <li>– Revisits long range plans as the year progresses.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some understanding of the district and state content standards and sometimes addresses them in psychological services.</li> </ul>	<ul style="list-style-type: none"> <li>– Has looked at the district and state content standards but they are not a part of the long range or daily planning process.</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>– Has a deep understanding of how students learn and plans psychological services so all students are actively involved in the learning process.</li> <li>– Researches literature to stay abreast of the latest innovative strategies and materials and seeks ways to embed them when planning for student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands how students learn and plans for the use of a variety of psychological services strategies.</li> <li>– Does some research regarding increased student involvement and writes plans incorporating new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands that all students should be involved in the psychological services process and is beginning to plan accordingly some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not understand how students learn and pays little attention to active involvement by students during the psychological services process.</li> </ul>

## SCHOOL PSYCHOLOGIST (Continued)

<b>Assessments</b>	<ul style="list-style-type: none"> <li>– Utilizes diagnostic and summative assessments and a variety of assessment strategies to gather data to assist with decision making during planning.</li> <li>– Utilizes data from on-going assessments to revisit and revise plans to better serve student needs.</li> <li>– Allows students to assess themselves and to provide input into the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Diagnostic and summative assessments, and a variety of assessment strategies are used to gather data for consideration during planning.</li> <li>– A review of assessment data usually informs the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some knowledge of ongoing assessments to inform teaching and learning, but relies on standardized tests most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>– Learning outcomes are seldom assessed except for standardized tests.</li> <li>– Plans are written and followed with little attention to student needs or outcomes during the process of the psychological services.</li> </ul>
<b>Quality</b>	<ul style="list-style-type: none"> <li>– Plans psychological services that address all state and district curriculum standards and assists other colleagues with planning and design.</li> <li>– Develops plans that are rigorous and demanding in content and involvement.</li> <li>– Makes connections to prior lessons, student interests or real world situations so that students have a context for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Plans psychological services that address each state standard.</li> <li>– Finds ways for students to see coherence in what they are studying.</li> <li>– Plans psychological services that require the use of higher level thinking skills.</li> <li>– Helps students make connections to prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Has read the state standards but relies on other sources, like textbooks or previous plans for developing psychological services.</li> <li>– Sometimes plans include the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Psychological services are incongruent with the state standards.</li> <li>– Plans deal with interaction of lower levels of knowledge.</li> </ul>

**SCHOOL PSYCHOLOGIST (Continued)**

<b>CLASSROOM MANAGEMENT</b>				
3. Prioritize and organize schedules and activities. 4. Establish a positive and supportive environment for psychological services. 5. Communicate clearly defined expectations to students. 6. Arrange furniture and/or space to facilitate testing and consultation. 7. Maintain organized, accurate, and complete records. 8. Prepare thorough and accurate reports in a timely manner. 9. Implement and coordinate school-wide and District-wide psychological services and activities. 10. Manage time efficiently. 11. Manage materials and equipment effectively.				
<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>
<b>Learning Environment</b>	– Establishes a climate that empowers students to collaborate and maintain a positive, respectful and non-threatening learning environment.	– Maintains a positive, respectful and non-threatening learning environment.	– Recognizes factors necessary for a positive learning environment but has not implemented them.	– Interactions are often disrespectful, uncaring and negative.
<b>Techniques</b>	– Maintains academic focus through a variety of motivational techniques. – Students are actively engaged in the learning process and take responsibility for their learning.	– Maintains academic focus through motivational techniques. – Students are actively engaged in the learning process.	– Does not consistently maintain academic focus. – Not all students are engaged in the learning process.	– Lacks academic focus. – Students are frequently off-task and not engaged in the learning process.

## SCHOOL PSYCHOLOGIST (Continued)

<b>Efficiency/Time Management</b>	<ul style="list-style-type: none"> <li>– Maximizes time and minimizes interruptions by inculcating classroom routines that are followed effortlessly by all students.</li> <li>– Transitions are smooth with students assuming responsibility; no time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes and posts routines but students require prompting to follow them.</li> <li>– Transitions are smooth; little time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes routines but they are not followed by all students or maintained, occasionally resulting in the loss of time.</li> <li>– Smooth transitions do not always occur, resulting in a loss of time.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established routines and time is frequently lost for routine tasks and interruptions.</li> <li>– Transitions result in lost time and behavior problems.</li> </ul>
<b>Behavior Management</b>	<ul style="list-style-type: none"> <li>– Anticipates student behavior and prevents problems.</li> <li>– A wide variety of appropriate and effective behavior management techniques have been established and utilized.</li> <li>– School rules, administrative regulations and Board policies are followed and enforced on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently monitors student behavior.</li> <li>– Appropriate and effective behavior management techniques have been established and utilized.</li> <li>– Administrative regulations and Board policies are followed and enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student behavior.</li> <li>– Behavior management techniques are not consistently applied, resulting in behavior problems.</li> <li>– Administrative regulations and Board policies are not consistently followed or enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely monitors student behavior.</li> <li>– Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students.</li> <li>– School and district rules and policies are not followed.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Clearly communicates and discusses high expectations for student behavior for all students. Students collaborate in the development of the standards and model expectations.</li> </ul>	<ul style="list-style-type: none"> <li>– Clearly communicates high expectations for student behavior to all students.</li> </ul>	<ul style="list-style-type: none"> <li>– Develops student standards of conduct and most students appear to understand them, although not all students adhere to them.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established or communicated standards of conduct for students.</li> </ul>
<b>Supervision</b>	<ul style="list-style-type: none"> <li>– Volunteers and/or assistants are productively and independently engaged, making a significant contribution to the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>– Volunteers and/or assistants are productively engaged, but require instructions and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>– Volunteers and/or assistants are engaged, but require frequent instructions and redirection.</li> </ul>	<ul style="list-style-type: none"> <li>– Volunteers and/or assistants have no clearly defined duties or are not actively engaged.</li> </ul>

## SCHOOL PSYCHOLOGIST (Continued)

ASSESSMENT/EVALUATION				
<p>12. Participate in needs assessment activities, planning, and development of interventions, programs, and/or service to students.</p> <p>13. Select, develop, or modify psychological assessment materials which identify learning needs of students with diverse cultural and socioeconomic background, learning styles, and special needs.</p> <p>14. Assist in early identification of students' school-related problems.</p> <p>15. Conduct valid psychological and psycho-educational assessments according to professional standards.</p> <p>16. Demonstrate knowledge of assessment instruments and techniques in areas of social/emotional development and functioning, behavior, and academic performance.</p> <p>17. Analyze and interpret information to make diagnoses and recommendations regarding needs for services.</p> <p>18. Communicate test results with parents and appropriate school personnel.</p> <p>19. Seek additional data sources which will provide evidence of student growth and/or the identification of developmental needs and share these findings with principals and other instructional leaders.</p> <p>20. Conduct a comprehensive follow up with tested students to determine the effectiveness and implementation levels of recommendations.</p>				
Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Protocol</b>	<ul style="list-style-type: none"> <li>– Understands the value of standardized testing, strict directions and test security.</li> <li>– Students realize the importance of testing.</li> </ul>	<ul style="list-style-type: none"> <li>– Follows all directions for standardized testing and test security.</li> <li>– Talks with students about testing and the significance to the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Requires close supervision and follow up to ensure that standardized testing is carried out accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not value standardized testing and is compliant at best.</li> </ul>

## SCHOOL PSYCHOLOGIST (Continued)

<b>Diagnosis</b>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to beginning psychological services and adjusts plans and strategies accordingly.</li> <li>– Uses data from diagnostic measures to plan for ways to meet individual needs.</li> <li>– Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to psychological services and adjusts plans and instruction to meet student needs.</li> <li>– Uses data from ongoing diagnostic measures to more clearly align psychological services for the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to see the value in upfront diagnostic tools and occasionally will check with students prior to instruction.</li> <li>– Sometimes utilizes ongoing diagnostic strategies to inform psychological services during the course of a study.</li> </ul>	<ul style="list-style-type: none"> <li>– Begins psychological services with the assumption that students should know the prior content.</li> <li>– Does not check for understanding or for diagnostic information during the course of psychological services.</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>– Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding psychological services planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Reviews available data to evaluate psychological services planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Has collaborated with others regarding their psychological services planning and teaching strategies, but has done little to initiate own instructional or program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not analyze own psychological services planning, teaching strategies or program evaluation.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>– Uses a variety of methods to check for understanding throughout the psychological services, and corrects, provides praise or reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently checks for understanding and reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Asks students if they understand during the psychological services, but often does not follow up with individual feedback.</li> </ul>	<ul style="list-style-type: none"> <li>– Seldom checks for individual student understanding.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>– Executes a plan to clearly articulate progress to individual students, their parents and appropriate colleagues.</li> <li>– Communicates with stakeholders on a regular and timely basis and in a variety of formats.</li> </ul>	<ul style="list-style-type: none"> <li>– Articulates progress to individual students, their parents, and appropriate colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Provides data to students and asks them to take it home to their parents.</li> <li>– Meets with colleagues as required by administration.</li> </ul>	<ul style="list-style-type: none"> <li>– It is the students' responsibility to tell their parents about their progress.</li> </ul>

## SCHOOL PSYCHOLOGIST (Continued)

<b>Responsibility</b>	<ul style="list-style-type: none"> <li>– Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students.</li> <li>– Students have bought into goal setting and have developed strategies and a monitoring system for holding themselves accountable for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>– Models the goal setting process by sharing professional goals, strategies and monitoring system with students.</li> <li>– Asks students to write individual goals and monitors their plans so they are knowledgeable about their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Encourages students to do their best and check their work prior to grading.</li> </ul>	<ul style="list-style-type: none"> <li>– Permits students to move along in the psychological services process regardless.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Communicates, posts, explains psychological services expectations clearly so students know what is expected.</li> <li>– Checks for understanding of expectations regularly.</li> </ul>	<ul style="list-style-type: none"> <li>– Posts psychological services expectations so students will know what is expected.</li> </ul>	<ul style="list-style-type: none"> <li>– Tells students what is expected and occasionally posts an example from a previous class.</li> </ul>	<ul style="list-style-type: none"> <li>– Expects students to follow the directions without expectations clarified or posted.</li> </ul>

## SCHOOL PSYCHOLOGIST (Continued)

### STUDENT INSTRUCTIONAL ENGAGEMENT

21. Assist schools and the district in preparing for changing curriculum and service needs.
22. Accept and value students and parents from diverse cultures and with diverse needs.
23. Demonstrate patience in establishing relationships with students.
24. Demonstrate knowledge and understanding of a broad curriculum base.
25. Formulate recommendations appropriate for students from diverse backgrounds with different learning styles and special needs.
26. Design techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.
27. Specialize in recognizing overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.
28. Provide direct observation and/or crisis intervention as necessary and/or requested.
29. Use effective consultative behaviors.
30. Interpret educational policies, programs, and procedures related to psychological services.
31. Make recommendations based on evaluation results for strategies to assist the student at school and at home.
32. Participate in team meetings to share information, determine appropriate placement and services, and recommend interventions to assist the student.
33. Assist in providing objectives for the development of the Individual Education Plan for identified students.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Goal Focus</b>	– Clearly demonstrates to students what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.	– Gives students a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.	– Relates the main learning objectives of psychological services to students. Outcomes are not always correlated with state and district standards.	– Begins psychological services without sharing students goals, objectives or outcomes. Students are confused as to the purpose of the psychological services.

## SCHOOL PSYCHOLOGIST (Continued)

<b>Knowledge of Content</b>	<ul style="list-style-type: none"> <li>– Displays extensive content knowledge with evidence of the most current information in the content area.</li> <li>– Fully explains concepts and connects content to other areas, student experiences and interests or to current events.</li> <li>– Sparks student excitement and interest in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates content knowledge and delivers content that is factually correct.</li> <li>– Content is clear and well-organized and key points or main ideas are emphasized.</li> <li>– Connects the content to other parts of the discipline or other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Has gaps in content knowledge.</li> <li>– Content is factually correct but explanations lack clarity and content is not well organized.</li> <li>– Does not emphasize key points or make connections to other parts of the discipline or with other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Makes content errors; explanations are unclear and fails to build student understanding of key concepts.</li> <li>– Does not make connections to other areas or disciplines.</li> <li>– Students are confused but therapy continues as planned.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting psychological services to meet individual needs.</li> <li>– Students participate in forming their own goals and analyzing their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting psychological services to meet classroom needs.</li> <li>– Students value academic success as evidenced by the quality of their work.</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts psychological services to meet individual student needs.</li> <li>– Students may occasionally spend time off-task or give up when work is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not establish or communicate high expectations for learning and achievement.</li> <li>– There is no evidence of adjusting and adapting psychological services to meet individual needs.</li> <li>– Students may demonstrate a lack of interest in their work and be afraid to take on new challenges or risk failure.</li> </ul>

## SCHOOL PSYCHOLOGIST (Continued)

<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>– Selects highly effective strategies, materials and groupings to involve and motivate all students.</li> <li>– Consistently utilizes current research and new and innovative psychological services materials.</li> <li>– Seeks out and integrates technology to maximize student learning.</li> <li>– Incorporates a variety of activities designed to foster higher level thinking and problem solving.</li> <li>– All students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Selects effective strategies, materials and classroom groupings to foster student learning.</li> <li>– Utilizes available technology and has students think about, discuss and use the ideas and skills being taught.</li> <li>– Incorporates activities designed to foster higher level thinking and problem solving.</li> <li>– Students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a limited inventory of classroom strategies, materials and groupings with mixed success.</li> <li>– Understands the importance of technology but does not incorporate it into psychological services effectively.</li> <li>– Psychological services do not actively involve students in learning activities or incorporate higher level thinking.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses only one or two teaching strategies or types of materials and fails to reach most students.</li> <li>– Rarely incorporates technology into lessons.</li> <li>– Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.</li> </ul>
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## SCHOOL PSYCHOLOGIST (Continued)

<b>Monitoring and Feedback</b>	<ul style="list-style-type: none"> <li>– Utilizes multiple formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Feedback is consistently provided in a timely manner and is of high quality.</li> <li>– Creates opportunities for learners to monitor and analyze their own progress.</li> <li>– Makes ongoing adjustments in psychological services strategies based upon individual student learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes standardized formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Provides learners timely and consistent feedback.</li> <li>– Monitors psychological services performance and adjusts teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to consistently use formative and summative instruments to assess student understanding and mastery of content.</li> <li>– Understands the importance of feedback but fails to consistently provide high quality content in a timely manner.</li> <li>– Does not always adjust psychological services based upon results.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student learning. Provides poor quality or late feedback.</li> <li>– There is no evidence that psychological services strategies are adjusted or modified based upon feedback.</li> </ul>
<b>Individual Student Needs</b>	<ul style="list-style-type: none"> <li>– Skillfully meets the learning needs and accommodates the learning styles of individual students by differentiating and scaffolding.</li> <li>– Displays knowledge of the learning needs and accommodations for all students, including those with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Differentiates and scaffolds instruction to accommodate most students' learning needs.</li> <li>– Makes appropriate accommodations for ELL and IEP students so that they can be engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Attempts to accommodate students with special needs, but meets with mixed success.</li> <li>– May miss opportunities to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to provide differentiated instruction for students with special needs.</li> <li>– Displays little knowledge of student needs.</li> </ul>

### SCHOOL PSYCHOLOGIST (Continued)

<b>Intervention</b>	<ul style="list-style-type: none"><li>– Is well educated on the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Constantly monitors students' behavior and physical condition and acts promptly when signs are observed or conditions reported to the teacher.</li></ul>	<ul style="list-style-type: none"><li>– Is educated on the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Acts promptly when signs are observed or conditions reported to the teacher.</li></ul>	<ul style="list-style-type: none"><li>– Is aware of some of the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Fails to pick up on signs of distress or abuse or does not consistently report this in a timely manner.</li></ul>	<ul style="list-style-type: none"><li>– Is unaware of the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Fails to pick up on signs of distress or abuse and does not report these as required.</li></ul>
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**SCHOOL PSYCHOLOGIST (Continued)**

<b>TECHNOLOGY</b>				
34. Use technology resources effectively. 35. Use technology to establish an atmosphere of active learning. 36. Provide students with opportunities to use technology to gather and share information. 37. Facilitate student access to the use of electronic resources. 38. Explore and evaluate new technologies and their educational impact. 39. Use technology to review student assessment data. 40. Use technology for administrative tasks.				
<b>Performance Requirement</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>– Seeks out and envisions novel ways for using technology to deliver content.</li> <li>– Uses technology to earn students interest and desire to continue with the learning task.</li> <li>– Uses technology to design lessons that are rigorous and relevant.</li> <li>– Uses technology to maximize learning.</li> <li>– Technology use is seamless in lesson design, delivery and student use.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to deliver content in a variety of ways.</li> <li>– Realizes that technology use will increase student interest.</li> <li>– Uses technology to increase the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to explore the occasional use of technology to engage students in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology for mundane tasks like copying sentences or filling in the blank type answers from an overhead projector or projection device.</li> </ul>

## SCHOOL PSYCHOLOGIST (Continued)

<b>Engagement</b>	<ul style="list-style-type: none"> <li>- Seeks out ways for students to use their own technologies (smart phones, iPads/tablets and others) in the psychological services process.</li> <li>- Collaborates with others to create ways for students to become authentically engaged in the psychological services process through the use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborates with other teachers to plan psychological services that are interesting and challenging by using technology to solve real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Realizes that students like to use technology and is beginning to explore ways to integrate technology into the psychological services process.</li> </ul>	<ul style="list-style-type: none"> <li>- Is beginning to explore available technology.</li> <li>- Has not figured out how to use technology in the psychological services process and continue to maintain discipline in the classroom.</li> </ul>
<b>Professional Growth</b>	<ul style="list-style-type: none"> <li>- Is on the cutting edge of technology exploration and implementation.</li> <li>- Regularly seeks out new technologies and shares information with administrators and colleagues.</li> <li>- Searches for ways to collaborate with others (business, other educational institutions, schools) and shares information with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>- Reads articles and attends trainings where new technologies and new uses for technology are explored.</li> <li>- Often tries new ideas in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands the need to learn more about technology and its use in the school setting and will cooperate when asked.</li> </ul>	<ul style="list-style-type: none"> <li>- Is overwhelmed at the fast pace with which technology is changing.</li> <li>- Finds it difficult to relate to today's technology savvy students.</li> </ul>

## SCHOOL PSYCHOLOGIST (Continued)

<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>– Uses technology to gather, analyze and make sense of data.</li> <li>– Meets with colleagues to address concerns, look for trends and to celebrate successes.</li> <li>– Utilizes data when making psychological services decisions that address individual student needs.</li> <li>– Utilizes data to make psychological services decisions and inform parents regarding student progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to record, analyze and review student assessment data.</li> <li>– Shares data analysis with students, their parents and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Records and reviews data, and uses data for planning purposes.</li> <li>– Looks at whole class data and seldom applies data to the individual student.</li> </ul>	<ul style="list-style-type: none"> <li>– Records data as required.</li> </ul>
<b>Record Keeping and Communication</b>	<ul style="list-style-type: none"> <li>– Efficiently and effectively uses technology for communication within the school, between schools and beyond.</li> <li>– Uses technology to create avenues for parental involvement in the learning process.</li> <li>– Maintains accurate and timely records, assisting others with proven record keeping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and effective manner with colleagues.</li> <li>– Collaborates with others to solve problems.</li> <li>– Fulfills all administrative record keeping requirements in a timely and accurate manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to use technology as a tool for some administrative tasks.</li> <li>– Sometimes uses the computer for communication.</li> <li>– Occasionally fails to complete reports on time or accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Finds the use of technology a burden.</li> <li>– Is troubled by the significant amount of time involved to learn a new computer program or system.</li> <li>– Frequently fails to complete reports on time or accurately.</li> </ul>

**SCHOOL PSYCHOLOGIST (Continued)**

**COLLABORATION**

41. Participate in Child Study, eligibility, and IEP committees to help meet the needs of identified students.
42. Participate in multidisciplinary staffing conferences concerning individual cases of special need (academic, social, cultural, emotional, economic).
43. Use language appropriate to the student, parent, or other listener.
44. Provide follow up conferences with parents and teachers to interpret and develop alternative instructional strategies for students with special needs.
45. Suggest realistic and effective intervention strategies for teachers to use with students, based on observations of student behavior and performance assessments.
46. Work effectively with students, parents, colleagues, community agencies and staff.
47. Consult with parents, other school staff, and teachers about ways to facilitate the learning and adjustment of students.
48. Enlist the cooperation of parents in examining the family situation and assessing strengths and problem areas.
49. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

# **SCHOOL PSYCHOLOGIST (Continued)**

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Students and Families</b>	<ul style="list-style-type: none"> <li>–Initiates and maintains a positive collaborative relationship with parents and families including difficult to reach parents.</li> <li>–Provides leadership in working collaboratively with parents to improve student performance and/or behavior.</li> <li>–Provides frequent information to parents about the psychological services program and their student's progress. Students participate in preparing materials for their families.</li> <li>–Deals immediately and successfully with parent concerns and makes parents feel welcome.</li> <li>–Written and oral communications are exemplary.</li> </ul>	<ul style="list-style-type: none"> <li>–Communicates in a timely and consistent manner with parents for the benefit of students.</li> <li>–Works collaboratively with parents to improve student performance and/or behavior.</li> <li>–Provides frequent information to parents about the psychological services program and their student's progress.</li> <li>–Returns parent phone calls and emails promptly and makes parents feel welcome in the school.</li> <li>–Written and oral communication is always informative and expressed in standard English.</li> </ul>	<ul style="list-style-type: none"> <li>–Communications to parents are sporadic and inconsistent.</li> <li>–Works collaboratively with parents only when directed to do so.</li> <li>–Provides parents the minimum information concerning the psychological services program and their student's progress.</li> <li>–Is slow to respond to parent concerns and does not try to make them feel welcome at school.</li> <li>–Written and oral communications contain occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>–Frequently fails to communicate with parents concerning the psychological services program or their students' progress.</li> <li>–Fails to return parent phone calls or work collaboratively with parents.</li> <li>–Makes parents feel unwelcome at school.</li> <li>–Written and oral communications frequently contain errors.</li> </ul>
<b>Other Professionals</b>	<ul style="list-style-type: none"> <li>–Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>–Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>–Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so.</li> </ul>	<ul style="list-style-type: none"> <li>–Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>

### SCHOOL PSYCHOLOGIST (Continued)

<b>Teamwork</b>	<ul style="list-style-type: none"><li>– Continually provides leadership in the development of and/or implementation of standards.</li><li>– Initiates the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Participates in team planning to implement state/district standards.</li><li>– Participates in the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Is occasionally absent from team meetings and planning sessions.</li><li>– Rarely shares ideas or resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Rarely participates in team meetings or planning sessions.</li><li>– Provides almost no ideas or resources for team members.</li></ul>
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## SCHOOL PSYCHOLOGIST (Continued)

### PROFESSIONAL LEARNING

- 50. Conduct inservice training for faculty and staff.
- 51. Demonstrate professional growth and continuing improvement of professional knowledge and skills.
- 52. Assist others in acquiring knowledge and understanding of psychological services and resources available.
- 53. Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and District programs.
- 54. Participate in District sponsored staff development programs.
- 55. Share experience and new learning by mentoring new colleagues.
- 56. Participate in data collection of input on administrator's performance assessment program.

Performance Responsibilities	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>– Meets with colleagues at least weekly to review student work, design lessons or share information.</li> <li>– Regularly meets, and often leads colleagues in the review of data for planning purposes.</li> <li>– Often leads and shares pertinent information at Professional Learning Community meetings.</li> <li>– Opens classroom doors and models effective techniques and strategies for colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Meets with colleagues weekly to review data and plan.</li> <li>– Regularly meets with colleagues to discuss psychological services design and student work.</li> <li>– Actively participates at Professional Learning Community meetings.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings as required.</li> <li>– Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings but rarely contributes.</li> <li>– Sees little value in collaboration.</li> </ul>

## SCHOOL PSYCHOLOGIST (Continued)

<b>Leadership Contributions</b>	<ul style="list-style-type: none"> <li>– Continually seeks out ways to become a more effective psychologist.</li> <li>– Creates opportunities to provide professional development for colleagues.</li> <li>– Represents the faculty at meetings and training sessions.</li> <li>– Assumes responsibility for disseminating information to the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with colleagues to plan and present workshops.</li> <li>– Serves on committees and shares information with others.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends professional development activities but does not serve in a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends meetings, professional development as required but seldom relates new information to professional growth.</li> </ul>
<b>Self Assessment</b>	<ul style="list-style-type: none"> <li>– Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes.</li> <li>– Routinely monitors strategies to assure that progress is being made toward goal attainment.</li> <li>– Gathers data and talks with colleagues about findings.</li> </ul>	<ul style="list-style-type: none"> <li>– Conducts a self assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan.</li> <li>– Aligns learning opportunities to focus on selected goals.</li> </ul>	<ul style="list-style-type: none"> <li>– Recognizes the need to continuously improve and conducts a self assessment.</li> <li>– Writes personal goals that focus on improving psychological services.</li> <li>– Looks for evidence of goal attainment at the end of the semester/year.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to conduct a self assessment or to write goals as required.</li> </ul>

**SCHOOL PSYCHOLOGIST (Continued)**

**PROFESSIONAL RESPONSIBILITIES**

- 57. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
- 58. Perform and fulfill professional responsibilities.
- 59. Demonstrate attention to punctuality, attendance, records, and reports.
- 60. Maintain confidentiality of student and other professional information.
- 61. Comply with federal, state, and district laws, rules, policies, and procedures in the delivery of school psychological services.
- 62. Exercise appropriate professional judgment.
- 63. Support District and local school improvement initiatives, services, and programs.
- 64. Contribute to the overall District and school mission by supporting various school committees and services.
- 65. Perform other incidental tasks consistent with the goals and objectives of this position.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Reliability</b>	– Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments.	– Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.	– Occasionally is late or fails to complete assigned tasks. Makes errors in records.	– Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.

## SCHOOL PSYCHOLOGIST (Continued)

<b>Judgment/ Professionalism</b>	<ul style="list-style-type: none"> <li>– Is always ethical and honest and uses impeccable judgment.</li> <li>– Always observes appropriate boundaries and respects confidentially.</li> <li>– Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Is ethical and honest and uses good judgment.</li> <li>– Maintains appropriate boundaries and student confidentially.</li> <li>– Actively participates in team or departmental decision-making and observes professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Sometimes uses questionable judgment and is less than completely honest and direct.</li> <li>– Sometimes violates boundaries and occasionally discloses student information.</li> <li>– Participates in team or departmental decision-making but decisions are not always based on professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest.</li> <li>– Violates appropriate boundaries and discloses student information.</li> <li>– Makes decisions based solely on self interests.</li> </ul>
<b>Contributions</b>	<ul style="list-style-type: none"> <li>– Serves as a leader in at least one aspect of the school and is an important member of teacher teams and committees.</li> <li>– Is a leader for one or more school activities.</li> <li>– Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>– Is a positive team member and volunteers to serve on committees and attend school activities.</li> <li>– Contributes ideas and expertise to accomplish the overall mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely serves on committees or attends school activities.</li> <li>– Rarely contributes ideas to improve the school or support its mission.</li> </ul>	<ul style="list-style-type: none"> <li>– Declines invitations to serve on committees or attend school activities.</li> <li>– Never contributes ideas to improve the school or support its mission.</li> <li>– Actions are inconsistent with the school's school improvement plan or the school's mission.</li> </ul>

**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**SPEECH/LANGUAGE PATHOLOGIST**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS FORM**

Name \_\_\_\_\_ Position \_\_\_\_\_ Employee # \_\_\_\_\_

Subject/Course \_\_\_\_\_ School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

Comments of the Evaluator \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Comments of the Evaluatee \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Information from parents was collected and analyzed in the preparation of this report. ☐ Yes ☐ No

This evaluation has been discussed with me. ☐ Yes ☐ No

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

**Signature does not necessarily indicate agreement with this evaluation.**

**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>PLANNING/PREPARATION</b>	<b>Performance Values (Check One)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
1. Establish long and short range plans based on student needs and consistent with District and state requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Select materials to support learning objectives and meet the needs of students with diverse backgrounds and special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Plan a therapy program for eligible students including implementation and annual review of the Individual Education Plan (IEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Participate in school level child study teams as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Provide statistical information for program planning, such as FTE information, severity rating data, end of year reports, matriculation reports, screening results, and other relevant data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Schedule students for the speech/language impaired program taking into account the total educational setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Order materials and supplies for program implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>1.15</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>2.29</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>2.86</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-7</b>	<b>Needs Improvement/Developing 8-11</b>	<b>Effective 12-16</b>	<b>Highly Effective 17-20</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>CLASSROOM MANAGEMENT</b>	<b>Performance Values (Check One)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
8. Establish and maintain a positive, organized, and safe learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Arrange furniture and /or space to facilitate consultation, assessment, and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Use time efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Manage materials and equipment effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Establish and maintain effective and efficient record keeping procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Provide a positive environment in which students are encouraged to be actively involved in the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>1.34</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>2.67</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>3.34</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-7</b>	<b>Needs Improvement/Developing 8-11</b>	<b>Effective 12-16</b>	<b>Highly Effective 17-20</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>ASSESSMENT/EVALUATION</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
<b>Performance Responsibilities</b>					
14. Identify students who have speech and /or language impairments through screening and /or diagnostic assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Determine eligibility for the speech / language impaired program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Analyze / interpret results of screening or diagnostic assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Assist the audiologist in conducting hearing screenings and in medical follow-up for referred students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		X	0	=	
<b>Needs Improvement/Developing</b>		X	1.75	=	
<b>Effective</b>		X	3.50	=	
<b>Highly Effective</b>		X	4.50	=	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-6</b>	<b>Needs Improvement/Developing 7-10</b>	<b>Effective 11-14</b>	<b>Highly Effective 15-18</b>
<b>Summative Scale Value</b>				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

STUDENT INSTRUCTIONAL ENGAGEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
18. Demonstrate respect for diverse perspectives, ideas, and options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Accept and value students from diverse cultures and with diverse needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Demonstrate knowledge of techniques and instruments used to diagnose speech/language impairments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Demonstrate knowledge and understanding of speech/language pathology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23. Apply principles of learning and effective teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Conduct a therapy program for eligible students including implementation and annual review of the Individual Education Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Use appropriate materials, technology, and resources to help meet student’s needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Use strategies appropriate for working with students from diverse backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

(Continued)

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.20	=	
Effective		X	2.40	=	
Highly Effective		X	3.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-11	Needs Improvement/Developing 12-18	Effective 19-24	Highly Effective 25-30
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>TECHNOLOGY</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
28. Use technology resources effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Use technology to establish an atmosphere of active learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Provide students with opportunities to use technology to gather and share information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Facilitate student access to the use of electronic resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Explore and evaluate new technologies and their educational impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Use technology to review student assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. Use technology for administrative tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>1.15</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>2.29</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>2.86</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-7</b>	<b>Needs Improvement/Developing 8-11</b>	<b>Effective 12-16</b>	<b>Highly Effective 17-20</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>COLLABORATION</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
<b>Performance Responsibilities</b>					
35. Consult with parents, teachers, principals, and others as appropriate, concerning general guidelines of speech and language development and specifically about students enrolled in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36. Use effective, positive communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37. Interpret educational policies, programs, and procedures relative to the speech/language program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. Communicate effectively, orally and in writing, with other professionals, students, parents, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		X	0	=	
<b>Needs Improvement/Developing</b>		X	1.20	=	
<b>Effective</b>		X	2.40	=	
<b>Highly Effective</b>		X	2.80	=	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-5</b>	<b>Needs Improvement/Developing 6-9</b>	<b>Effective 10-12</b>	<b>Highly Effective 13-14</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>PROFESSIONAL LEARNING</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
40. Provide information and /or inservice to teachers, administrators, and other school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
41. Engage in continuing improvement of professional knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. Conduct a personal assessment periodically to determine professional development needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. Participate in school data collection of input on principal's performance assessment program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>1.50</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>3.00</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>3.50</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-5</b>	<b>Needs Improvement/Developing 6-9</b>	<b>Effective 10-12</b>	<b>Highly Effective 13-14</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>PROFESSIONAL RESPONSIBILITIES</b>	<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>	<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
44. Prepare and maintain audit files on all speech/language impaired students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
45. Act in a professional and ethical manner and adhere at all times to the <i>Code of Ethics</i> and <i>Principles of Professional Conduct of the Education Profession in Florida</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
46. Perform and fulfill professional responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
47. Demonstrate attention to punctuality, attendance, records, and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
48. Maintain confidentiality of student and other professional information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
49. Exercise appropriate professional judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
50. Comply with policies, procedures, and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
51. Perform other incidental tasks consistent with the goals and objectives of this position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Unsatisfactory</b>		<b>X</b>	<b>0</b>	<b>=</b>	
<b>Needs Improvement/Developing</b>		<b>X</b>	<b>.75</b>	<b>=</b>	
<b>Effective</b>		<b>X</b>	<b>1.50</b>	<b>=</b>	
<b>Highly Effective</b>		<b>X</b>	<b>1.75</b>	<b>=</b>	
<b>Category Raw Score</b>					

<b>Category Raw Score</b>	<b>Unsatisfactory 0-5</b>	<b>Needs Improvement/Developing 6-9</b>	<b>Effective 10-12</b>	<b>Highly Effective 13-14</b>
<b>Summative Scale Value</b>				

**O – Observed**

**I – Clearly Indicated**

**C – Collected Data**

**NE – Not Evident**

**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>STUDENT GROWTH AND ACHIEVEMENT</b>		<b>Performance Values (Check)</b>				<b>Observation Code*</b>
<b>Performance Responsibilities</b>		<b>U</b>	<b>NI/D</b>	<b>E</b>	<b>HE</b>	Indicate all that apply
52. Ensure that student growth and achievement are continuous and appropriate for age group and / or student program classification.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category Raw Score	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**SPEECH/LANGUAGE PATHOLOGIST**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS RUBRIC**

**PLANNING/PREPARATION**

1. Establish long and short range plans based on student needs and consistent with District and state requirements.
2. Select materials to support learning objectives and meet the needs of students with diverse backgrounds and special needs.
3. Plan a therapy program for eligible students including implementation and annual review of the Individual Education Plan (IEP).
4. Participate in school level child study teams as appropriate.
5. Provide statistical information for program planning, such as FTE information, severity rating data, end of year reports, matriculation reports, screening results, and other relevant data.
6. Schedule students for the speech/language impaired program taking into account the total educational setting.
7. Order materials and supplies for program implementation.

Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>– Confident and competent in assigned content area/s and continues to seek out ways to expand knowledge level.</li> <li>– Selects goals and objectives based on content standards and needs of students.</li> <li>– Sequences strategies and activities to create therapy sessions that are rigorous and relevant.</li> <li>– Clearly articulates how therapy outcomes are aligned with goals, objectives and content standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Highly qualified in assigned content area.</li> <li>– Goals and objectives are aligned with the district and state curriculum standards.</li> <li>– Seeks ways to utilize strategies and activities that will engage students with the content.</li> <li>– Therapy outcomes are clearly and specifically articulated so students understand the plan and the reason for the activities.</li> </ul>	<ul style="list-style-type: none"> <li>– Is taking course work to become certified in content area.</li> <li>– Works with other members of the team to plan therapy sessions that align with district and state content standards.</li> <li>– Therapy outcomes are sometimes displayed so students can make the connection.</li> </ul>	<ul style="list-style-type: none"> <li>– Has little knowledge of subject area.</li> <li>– Relies on textbook organization to plan and prepare for the therapy session.</li> </ul>

**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>Organization</b>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year.</li> <li>– Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans.</li> <li>– Revisits long range plans as the year progresses.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some understanding of the district and state content standards and sometimes addresses them in therapy sessions.</li> </ul>	<ul style="list-style-type: none"> <li>– Has looked at the district and state content standards but they are not a part of the long range or daily planning process.</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>– Has a deep understanding of how students learn and plans therapy activities so all students are actively involved in the learning process.</li> <li>– Researches literature to stay abreast of the latest innovative strategies and materials and seeks ways to embed them when planning for student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands how students learn and plans for the use of a variety of therapy strategies.</li> <li>– Does some research regarding increased student involvement and writes plans incorporating new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands that students should be involved in the therapy process and is beginning to plan accordingly some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not understand how students learn and pays little attention to active involvement by students during the therapy process.</li> </ul>

## SPEECH/LANGUAGE PATHOLOGIST (Continued)

<b>Assessments</b>	<ul style="list-style-type: none"> <li>–Utilizes diagnostic and summative assessments and a variety of assessment strategies to gather data to assist with decision making during planning.</li> <li>–Utilizes data from on-going assessments to revisit and revise plans to better serve student needs.</li> <li>–Allows students to assess themselves and to provide input into the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>–Diagnostic and summative assessments, and a variety of assessment strategies are used to gather data for consideration during planning.</li> <li>–A review of assessment data usually informs the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>–Has some knowledge of ongoing assessments to inform teaching and learning, but relies on standardized tests most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>–Learning outcomes are seldom assessed except for standardized tests.</li> <li>–Plans are written and followed with little attention to student needs or outcomes during the process of the therapy session.</li> </ul>
<b>Quality</b>	<ul style="list-style-type: none"> <li>–Plans therapy sessions that address all state and district curriculum standards and assists other colleagues with planning and design.</li> <li>–Develops plans that are rigorous and demanding in content and involvement.</li> <li>–Makes connections to prior lessons, student interests or real world situations so that students have a context for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>–Plans therapy sessions that address each state standard.</li> <li>–Finds ways for students to see coherence in what they are studying.</li> <li>–Plans therapy sessions that require the use of higher level thinking skills.</li> <li>–Helps students make connections to prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>–Has read the state standards but relies on other sources, like textbooks or previous plans for developing therapy sessions.</li> <li>–Sometimes plans include the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>–Therapy sessions are incongruent with the state standards.</li> <li>–Plans deal with interaction of lower levels of knowledge.</li> </ul>

**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>CLASSROOM MANAGEMENT</b>				
8. Establish and maintain a positive, organized, and safe learning environment. 9. Arrange furniture and/or space to facilitate consultation, assessment, and instruction. 10. Use time efficiently. 11. Manage materials and equipment effectively. 12. Establish and maintain effective and efficient record keeping procedures. 13. Provide a positive environment in which students are encouraged to be actively involved in the learning process.				
<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>– Establishes a climate that empowers students to collaborate and maintain a positive, respectful and non-threatening learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>– Maintains a positive, respectful and non-threatening learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>– Recognizes factors necessary for a positive learning environment but has not implemented them.</li> </ul>	<ul style="list-style-type: none"> <li>– Interactions are often disrespectful, uncaring and negative.</li> </ul>
<b>Techniques</b>	<ul style="list-style-type: none"> <li>– Maintains academic focus through a variety of motivational techniques.</li> <li>– Students are actively engaged in the therapy process and take responsibility for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Maintains academic focus through motivational techniques.</li> <li>– Students are actively engaged in the therapy process.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not consistently maintain academic focus.</li> <li>– Not all students are engaged in the therapy process.</li> </ul>	<ul style="list-style-type: none"> <li>– Lacks academic focus.</li> <li>– Students are frequently off-task and not engaged in the therapy process.</li> </ul>
<b>Efficiency/Time Management</b>	<ul style="list-style-type: none"> <li>– Maximizes therapy time and minimizes interruptions by inculcating classroom routines that are followed effortlessly by all students.</li> <li>– Transitions are smooth with students assuming responsibility; no therapy time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes and posts routines but students require prompting to follow them.</li> <li>– Transitions are smooth; little therapy time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes routines but they are not followed by all students or maintained, occasionally resulting in the loss of therapy time.</li> <li>– Smooth transitions do not always occur, resulting in a loss of therapy time.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established routines and therapy time is frequently lost for routine tasks and interruptions.</li> <li>– Transitions result in lost therapy time and behavior problems.</li> </ul>

**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>Behavior Management</b>	<ul style="list-style-type: none"> <li>– Anticipates student behavior and prevents problems.</li> <li>– A wide variety of appropriate and effective behavior management techniques have been established and utilized.</li> <li>– School rules, administrative regulations and Board policies are followed and enforced on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently monitors student behavior.</li> <li>– Appropriate and effective behavior management techniques have been established and utilized.</li> <li>– Administrative regulations and Board policies are followed and enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student behavior.</li> <li>– Behavior management techniques are not consistently applied, resulting in behavior problems.</li> <li>– Administrative regulations and Board policies are not consistently followed or enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely monitors student behavior.</li> <li>– Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students.</li> <li>– School and district rules and policies are not followed.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Clearly communicates and discusses high expectations for student behavior for all students. Students collaborate in the development of the standards and model expectations.</li> </ul>	<ul style="list-style-type: none"> <li>– Clearly communicates high expectations for student behavior to all students.</li> </ul>	<ul style="list-style-type: none"> <li>– Develops student standards of conduct and most students appear to understand them, although not all students adhere to them.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established or communicated standards of conduct for students.</li> </ul>
<b>Supervision</b>	<ul style="list-style-type: none"> <li>– Volunteers and/or assistants are productively and independently engaged, making a significant contribution to the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>– Volunteers and/or assistants are productively engaged, but require instructions and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>– Volunteers and/or assistants are engaged, but require frequent instructions and redirection.</li> </ul>	<ul style="list-style-type: none"> <li>– Volunteers and/or assistants have no clearly defined duties or are not actively engaged.</li> </ul>

**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>ASSESSMENT/EVALUATION</b>				
14. Identify students who have speech and/or language impairments through screening and/or diagnostic assessments. 15. Determine eligibility for the speech/language impaired program. 16. Analyze/interpret results of screening or diagnostic assessments. 17. Assist the audiologist in conducting hearing screenings and in medical follow-up for referred students.				
<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Protocol</b>	<ul style="list-style-type: none"> <li>– Understands the value of standardized testing, strict directions and test security.</li> <li>– Students realize the importance of testing.</li> </ul>	<ul style="list-style-type: none"> <li>– Follows all directions for standardized testing and test security.</li> <li>– Talks with students about testing and the significance to the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Requires close supervision and follow up to ensure that standardized testing is carried out accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not value standardized testing and is compliant at best.</li> </ul>
<b>Diagnosis</b>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to beginning therapy and adjusts lesson plans and strategies accordingly.</li> <li>– Uses data from diagnostic measures to plan for ways to meet individual needs.</li> <li>– Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to therapy and adjusts lesson plans and instruction to meet student needs.</li> <li>– Uses data from ongoing diagnostic measures to more clearly align therapy sessions for the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to see the value in upfront diagnostic tools and occasionally will check with students prior to instruction.</li> <li>– Sometimes utilizes ongoing diagnostic strategies to inform therapy session during the course of a study.</li> </ul>	<ul style="list-style-type: none"> <li>– Begins therapy with the assumption that students should know the prior content.</li> <li>– Does not check for understanding or for diagnostic information during the course of a therapy session.</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>– Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding therapy planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Reviews available data to evaluate therapy planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Has collaborated with others regarding their therapy planning and teaching strategies, but has done little to initiate own instructional or program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not analyze own therapy planning, teaching strategies or program evaluation.</li> </ul>

## SPEECH/LANGUAGE PATHOLOGIST (Continued)

<b>Understanding</b>	<ul style="list-style-type: none"> <li>– Uses a variety of methods to check for understanding throughout the therapy, and corrects, provides praise or reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently checks for understanding and reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Asks students if they understand during the therapy, but often does not follow up with individual feedback.</li> </ul>	<ul style="list-style-type: none"> <li>– Seldom checks for individual student understanding.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>– Executes a plan to clearly articulate progress to individual students, their parents and appropriate colleagues.</li> <li>– Communicates with stakeholders on a regular and timely basis and in a variety of formats.</li> </ul>	<ul style="list-style-type: none"> <li>– Articulates progress to individual students, their parents, and appropriate colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Provides data to students and asks them to take it home to their parents.</li> <li>– Meets with colleagues as required by administration.</li> </ul>	<ul style="list-style-type: none"> <li>– It is the students' responsibility to tell their parents about their progress.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>– Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students.</li> <li>– Students have bought into goal setting and have developed strategies and a monitoring system for holding themselves accountable for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>– Models the goal setting process by sharing professional goals, strategies and monitoring system with students.</li> <li>– Asks students to write individual goals and monitors their plans so they are knowledgeable about their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Encourages students to do their best and check their work prior to grading.</li> </ul>	<ul style="list-style-type: none"> <li>– Permits students to move along in the therapy process regardless.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Communicates, posts, explains therapy expectations clearly so students know what is expected.</li> <li>– Checks for understanding of expectations regularly.</li> </ul>	<ul style="list-style-type: none"> <li>– Posts therapy expectations so students will know what is expected.</li> </ul>	<ul style="list-style-type: none"> <li>– Tells students what is expected and occasionally posts an example from a previous class.</li> </ul>	<ul style="list-style-type: none"> <li>– Expects students to follow the directions without expectations clarified or posted.</li> </ul>

**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

**STUDENT INSTRUCTIONAL ENGAGEMENT**

18. Demonstrate respect for diverse perspectives, ideas, and options.
19. Accept and value students from diverse cultures and with diverse needs.
20. Use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of students.
21. Demonstrate knowledge of techniques and instruments used to diagnose speech/language impairments.
22. Demonstrate knowledge and understanding of speech/language pathology.
23. Apply principles of learning and effective teaching.
24. Conduct a therapy program for eligible students including implementation and annual review of the Individual Education Plan.
25. Use appropriate materials, technology, and resources to help meet student's needs.
26. Use strategies appropriate for working with students from diverse backgrounds.
27. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting action.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Goal Focus</b>	– Clearly demonstrates to students what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.	– Gives students a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.	– Relates the main learning objectives of each therapy session to students. Outcomes are not always correlated with state and district standards.	– Begins therapy without sharing students goals, objectives or outcomes. Students are confused as to the purpose of the therapy.

# **SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>Knowledge of Content</b>	<ul style="list-style-type: none"> <li>– Displays extensive content knowledge with evidence of the most current information in the content area.</li> <li>– Fully explains concepts and connects content to other areas, student experiences and interests or to current events.</li> <li>– Sparks student excitement and interest in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates content knowledge and delivers content that is factually correct.</li> <li>– Content is clear and well-organized and key points or main ideas are emphasized.</li> <li>– Connects the content to other parts of the discipline or other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Has gaps in content knowledge.</li> <li>– Content is factually correct but explanations lack clarity and content is not well organized.</li> <li>– Does not emphasize key points or make connections to other parts of the discipline or with other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Makes content errors; explanations are unclear and fails to build student understanding of key concepts.</li> <li>– Does not make connections to other areas or disciplines.</li> <li>– Students are confused but therapy continues as planned.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting therapy to meet individual needs.</li> <li>– Students participate in forming their own goals and analyzing their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting therapy to meet classroom needs.</li> <li>– Students value academic success as evidenced by the quality of their work.</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts therapy to meet individual student needs.</li> <li>– Students may occasionally spend time off-task or give up when work is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not establish or communicate high expectations for learning and achievement.</li> <li>– There is no evidence of adjusting and adapting therapy to meet individual needs.</li> <li>– Students may demonstrate a lack of interest in their work and be afraid to take on new challenges or risk failure.</li> </ul>

## SPEECH/LANGUAGE PATHOLOGIST (Continued)

<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>– Selects highly effective strategies, materials and groupings to involve and motivate all students.</li> <li>– Consistently utilizes current research and new and innovative therapy materials.</li> <li>– Seeks out and integrates technology to maximize student learning.</li> <li>– Incorporates a variety of activities designed to foster higher level thinking and problem solving.</li> <li>– All students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Selects effective strategies, materials and classroom groupings to foster student learning.</li> <li>– Utilizes available technology and has students think about, discuss and use the ideas and skills being taught.</li> <li>– Incorporates activities designed to foster higher level thinking and problem solving.</li> <li>– Students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a limited inventory of classroom strategies, materials and groupings with mixed success.</li> <li>– Understands the importance of technology but does not incorporate it into therapy effectively.</li> <li>– Therapy sessions do not actively involve students in learning activities or incorporate higher level thinking.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses only one or two teaching strategies or types of materials and fails to reach most students.</li> <li>– Rarely incorporates technology into lessons.</li> <li>– Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.</li> </ul>
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**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>Monitoring and Feedback</b>	<ul style="list-style-type: none"> <li>– Utilizes multiple formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Feedback is consistently provided in a timely manner and is of high quality.</li> <li>– Creates opportunities for learners to monitor and analyze their own progress.</li> <li>– Makes ongoing adjustments in therapy strategies based upon individual student learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes standardized formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Provides learners timely and consistent feedback.</li> <li>– Monitors therapy performance and adjusts teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to consistently use formative and summative instruments to assess student understanding and mastery of content.</li> <li>– Understands the importance of feedback but fails to consistently provide high quality content in a timely manner.</li> <li>– Does not always adjust therapy based upon results.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student learning. Provides poor quality or late feedback.</li> <li>– There is no evidence that therapy strategies are adjusted or modified based upon feedback.</li> </ul>
<b>Individual Student Needs</b>	<ul style="list-style-type: none"> <li>– Skillfully meets the learning needs and accommodates the learning styles of individual students by differentiating and scaffolding.</li> <li>– Displays knowledge of the learning needs and accommodations for all students, including those with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Differentiates and scaffolds instruction to accommodate most students' learning needs.</li> <li>– Makes appropriate accommodations for ELL and IEP students so that they can be engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Attempts to accommodate students with special needs, but meets with mixed success.</li> <li>– May miss opportunities to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to provide differentiated instruction for students with special needs.</li> <li>– Displays little knowledge of student needs.</li> </ul>

### SPEECH/LANGUAGE PATHOLOGIST (Continued)

<b>Intervention</b>	<ul style="list-style-type: none"><li>– Is well educated on the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Constantly monitors students' behavior and physical condition and acts promptly when signs are observed or conditions reported to the teacher.</li></ul>	<ul style="list-style-type: none"><li>– Is educated on the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Acts promptly when signs are observed or conditions reported to the teacher.</li></ul>	<ul style="list-style-type: none"><li>– Is aware of some of the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Fails to pick up on signs of distress or abuse or does not consistently report this in a timely manner.</li></ul>	<ul style="list-style-type: none"><li>– Is unaware of the signs of student distress and abuse and district policies for referral and reporting.</li><li>– Fails to pick up on signs of distress or abuse and does not report these as required.</li></ul>
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**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>TECHNOLOGY</b>				
28. Use technology resources effectively. 29. Use technology to establish an atmosphere of active learning. 30. Provide students with opportunities to use technology to gather and share information. 31. Facilitate student access to the use of electronic resources. 32. Explore and evaluate new technologies and their educational impact. 33. Use technology to review student assessment data. 34. Use technology for administrative tasks.				
<b>Performance Requirement</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>– Seeks out and envisions novel ways for using technology to deliver content.</li> <li>– Uses technology to earn students interest and desire to continue with the learning task.</li> <li>– Uses technology to design lessons that are rigorous and relevant.</li> <li>– Uses technology to maximize learning.</li> <li>– Technology use is seamless in lesson design, delivery and student use.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to deliver content in a variety of ways.</li> <li>– Realizes that technology use will increase student interest.</li> <li>– Uses technology to increase the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to explore the occasional use of technology to engage students in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology for mundane tasks like copying sentences or filling in the blank type answers from an overhead projector or projection device.</li> </ul>

# **SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>Engagement</b>	<ul style="list-style-type: none"> <li>- Seeks out ways for students to use their own technologies (smart phones, iPads/tablets and others) in the therapy process.</li> <li>- Collaborates with others to create ways for students to become authentically engaged in the therapy process through the use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborates with other teachers to plan therapy sessions that are interesting and challenging by using technology to solve real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Realizes that students like to use technology and is beginning to explore ways to integrate technology into the therapy process.</li> </ul>	<ul style="list-style-type: none"> <li>- Is beginning to explore available technology.</li> <li>- Has not figured out how to use technology in the therapy process and continue to maintain discipline in the classroom.</li> </ul>
<b>Professional Growth</b>	<ul style="list-style-type: none"> <li>- Is on the cutting edge of technology exploration and implementation.</li> <li>- Regularly seeks out new technologies and shares information with administrators and colleagues.</li> <li>- Searches for ways to collaborate with others (business, other educational institutions, schools) and shares information with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>- Reads articles and attends trainings where new technologies and new uses for technology are explored.</li> <li>- Often tries new ideas in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands the need to learn more about technology and its use in the school setting and will cooperate when asked.</li> </ul>	<ul style="list-style-type: none"> <li>- Is overwhelmed at the fast pace with which technology is changing.</li> <li>- Finds it difficult to relate to today's technology savvy students.</li> </ul>

# **SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>– Uses technology to gather, analyze and make sense of data.</li> <li>– Meets with colleagues to address concerns, look for trends and to celebrate successes.</li> <li>– Utilizes data when making therapy decisions that address individual student needs.</li> <li>– Utilizes data to make therapy decisions and inform parents regarding student progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to record, analyze and review student assessment data.</li> <li>– Shares data analysis with students, their parents and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Records and reviews data, and uses data for planning purposes.</li> <li>– Looks at whole class data and seldom applies data to the individual student.</li> </ul>	<ul style="list-style-type: none"> <li>– Records data as required.</li> </ul>
<b>Record Keeping and Communication</b>	<ul style="list-style-type: none"> <li>– Efficiently and effectively uses technology for communication within the school, between schools and beyond.</li> <li>– Uses technology to create avenues for parental involvement in the learning process.</li> <li>– Maintains accurate and timely records, assisting others with proven record keeping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and effective manner with colleagues.</li> <li>– Collaborates with others to solve problems.</li> <li>– Fulfills all administrative record keeping requirements in a timely and accurate manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to use technology as a tool for some administrative tasks.</li> <li>– Sometimes uses the computer for communication.</li> <li>– Occasionally fails to complete reports on time or accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Finds the use of technology a burden.</li> <li>– Is troubled by the significant amount of time involved to learn a new computer program or system.</li> <li>– Frequently fails to complete reports on time or accurately.</li> </ul>

**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>COLLABORATION</b>				
35. Consult with parents, teachers, principals, and others as appropriate, concerning general guidelines of speech and language development and specifically about students enrolled in the program.				
36. Use effective, positive communication skills.				
37. Interpret educational policies, programs, and procedures relative to the speech/language program.				
38. Communicate effectively, orally and in writing, with other professionals, students, parents, and community.				
39. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.				
<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>

## SPEECH/LANGUAGE PATHOLOGIST (Continued)

<b>Students and Families</b>	<ul style="list-style-type: none"> <li>– Initiates and maintains a positive collaborative relationship with parents and families including difficult to reach parents.</li> <li>– Provides leadership in working collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the therapy program and their student's progress. Students participate in preparing materials for their families.</li> <li>– Deals immediately and successfully with parent concerns and makes parents feel welcome.</li> <li>– Written and oral communications are exemplary.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and consistent manner with parents for the benefit of students.</li> <li>– Works collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the therapy program and their student's progress.</li> <li>– Returns parent phone calls and emails promptly and makes parents feel welcome in the school.</li> <li>– Written and oral communication is always informative and expressed in standard English.</li> </ul>	<ul style="list-style-type: none"> <li>– Communications to parents are sporadic and inconsistent.</li> <li>– Works collaboratively with parents only when directed to do so.</li> <li>– Provides parents the minimum information concerning the therapy program and their student's progress.</li> <li>– Is slow to respond to parent concerns and does not try to make them feel welcome at school.</li> <li>– Written and oral communications contain occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to communicate with parents concerning the therapy program or their students' progress.</li> <li>– Fails to return parent phone calls or work collaboratively with parents.</li> <li>– Makes parents feel unwelcome at school.</li> <li>– Written and oral communications frequently contain errors.</li> </ul>
<b>Other Professionals</b>	<ul style="list-style-type: none"> <li>– Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>

### **SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>Teamwork</b>	<ul style="list-style-type: none"><li>– Continually provides leadership in the development of and/or implementation of standards.</li><li>– Initiates the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Participates in team planning to implement state/district standards.</li><li>– Participates in the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Is occasionally absent from team meetings and planning sessions.</li><li>– Rarely shares ideas or resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Rarely participates in team meetings or planning sessions.</li><li>– Provides almost no ideas or resources for team members.</li></ul>
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**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>PROFESSIONAL LEARNING</b>				
40. Provide information and/or inservice to teachers, administrators, and other school staff. 41. Engage in continuing improvement of professional knowledge and skills. 42. Conduct a personal assessment periodically to determine professional development needs. 43. Participate in school data collection of input on principal's performance assessment program.				
<b>Performance Responsibilities</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>– Meets with colleagues at least weekly to review student work, design lessons or share therapy information.</li> <li>– Regularly meets, and often leads colleagues in the review of data for planning purposes.</li> <li>– Often leads and shares pertinent information at Professional Learning Community meetings.</li> <li>– Opens classroom doors and models effective techniques and strategies for colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Meets with colleagues weekly to review data and plan.</li> <li>– Regularly meets with colleagues to discuss therapy design and student work.</li> <li>– Actively participates at Professional Learning Community meetings.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings as required.</li> <li>– Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings but rarely contributes.</li> <li>– Sees little value in collaboration.</li> </ul>

# **SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>Leadership Contributions</b>	<ul style="list-style-type: none"> <li>– Continually seeks out ways to become a more effective therapist.</li> <li>– Creates opportunities to provide professional development for colleagues.</li> <li>– Represents the faculty at meetings and training sessions.</li> <li>– Assumes responsibility for disseminating information to the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with colleagues to plan and present workshops.</li> <li>– Serves on committees and shares information with others.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends professional development activities but does not serve in a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends meetings, professional development as required but seldom relates new information to professional growth.</li> </ul>
<b>Self Assessment</b>	<ul style="list-style-type: none"> <li>– Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes.</li> <li>– Routinely monitors strategies to assure that progress is being made toward goal attainment.</li> <li>– Gathers data and talks with colleagues about findings.</li> </ul>	<ul style="list-style-type: none"> <li>– Conducts a self assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan.</li> <li>– Aligns learning opportunities to focus on selected goals.</li> </ul>	<ul style="list-style-type: none"> <li>– Recognizes the need to continuously improve and conducts a self assessment.</li> <li>– Writes personal goals that focus on improving therapy sessions.</li> <li>– Looks for evidence of goal attainment at the end of the semester/year.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to conduct a self assessment or to write goals as required.</li> </ul>

**SPEECH/LANGUAGE PATHOLOGIST (Continued)**

**PROFESSIONAL RESPONSIBILITIES**

44. Prepare and maintain audit files on all speech/language impaired students.
45. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
46. Perform and fulfill professional responsibilities.
47. Demonstrate attention to punctuality, attendance, records, and reports.
48. Maintain confidentiality of student and other professional information.
49. Exercise appropriate professional judgment.
50. Comply with policies, procedures, and programs.
51. Perform other incidental tasks consistent with the goals and objectives of this position.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Reliability</b>	<ul style="list-style-type: none"> <li>– Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments.</li> </ul>	<ul style="list-style-type: none"> <li>– Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.</li> </ul>	<ul style="list-style-type: none"> <li>– Occasionally is late or fails to complete assigned tasks. Makes errors in records.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.</li> </ul>
<b>Judgment/ Professionalism</b>	<ul style="list-style-type: none"> <li>– Is always ethical and honest and uses impeccable judgment.</li> <li>– Always observes appropriate boundaries and respects confidentiality.</li> <li>– Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Is ethical and honest and uses good judgment.</li> <li>– Maintains appropriate boundaries and student confidentiality.</li> <li>– Actively participates in team or departmental decision-making and observes professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Sometimes uses questionable judgment and is less than completely honest and direct.</li> <li>– Sometimes violates boundaries and occasionally discloses student information.</li> <li>– Participates in team or departmental decision-making but decisions are not always based on professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest.</li> <li>– Violates appropriate boundaries and discloses student information.</li> <li>– Makes decisions based solely on self interests.</li> </ul>

### **SPEECH/LANGUAGE PATHOLOGIST (Continued)**

<b>Contributions</b>	<ul style="list-style-type: none"><li>– Serves as a leader in at least one aspect of the school and is an important member of teacher teams and committees.</li><li>– Is a leader for one or more school activities.</li><li>– Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school.</li></ul>	<ul style="list-style-type: none"><li>– Is a positive team member and volunteers to serve on committees and attend school activities.</li><li>– Contributes ideas and expertise to accomplish the overall mission of the school.</li></ul>	<ul style="list-style-type: none"><li>– Rarely serves on committees or attends school activities.</li><li>– Rarely contributes ideas to improve the school or support its mission.</li></ul>	<ul style="list-style-type: none"><li>– Declines invitations to serve on committees or attend school activities.</li><li>– Never contributes ideas to improve the school or support its mission.</li><li>– Actions are inconsistent with the school's school improvement plan or the school's mission.</li></ul>
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**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**STAFFING SPECIALIST**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS FORM**

Name \_\_\_\_\_ Position \_\_\_\_\_ Employee # \_\_\_\_\_

Subject/Course \_\_\_\_\_ School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

Comments of the Evaluator \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Comments of the Evaluatee \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Information from parents was collected and analyzed in the preparation of this report. ☐ Yes ☐ No

This evaluation has been discussed with me. ☐ Yes ☐ No

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

**Signature does not necessarily indicate agreement with this evaluation.**

STAFFING SPECIALIST (Continued)

PLANNING/PREPARATION	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
1. Make short- and long-term plans, making schools aware of schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Assist with the preparation of alternative learning activities for special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Use test results to assist in planning strategies for ESE students that will enhance strengths in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	2.67	=	
Effective		X	5.34	=	
Highly Effective		X	6.67	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

STAFFING SPECIALIST (Continued)

CLASSROOM MANAGEMENT	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
4. Assist schools with scheduling and data entry of exceptional students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Assist the Coordinator of Exceptional Student Education in the implementation of ESE programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Assist in writing special programs and procedures for exceptional students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Monitor the operation of ESE programs in the schools to ensure compliance with federal, state and county laws and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Use appropriate technology to enhance record keeping and quick retrieval of student information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.60	=	
Effective		X	3.20	=	
Highly Effective		X	4.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

STAFFING SPECIALIST (Continued)

ASSESSMENT/EVALUATION	Performance Values (Check)				Observation Code*
	U	NI/D	E	HE	Indicate all that apply
<b>Performance Responsibilities</b>					
9. Assist schools with annual review procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Interpret test results for teachers, parents and other educational personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Assess student achievement by monitoring test scores, behavior patterns and observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Monitor and assess mainstreaming effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.75	=	
Effective		X	3.50	=	
Highly Effective		X	4.50	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-6	Needs Improvement/Developing 7-10	Effective 11-14	Highly Effective 15-18
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

STAFFING SPECIALIST (Continued)

STUDENT INSTRUCTIONAL ENGAGEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
13. Serve as the District's local education agency representative for eligibility staffings, placements, change in programs, development of Individual Education Plans (IEPs), annual reviews and dismissals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Assist with referrals from private schools and other agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Interpret and explain psycho-educational evaluations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Facilitate ESE programs and paperwork at schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Provide technical support for teachers and other school personnel working with ESE students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Ensure that ESE students are placed in the least restrictive environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	2.00	=	
Effective		X	4.00	=	
Highly Effective		X	5.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-11	Needs Improvement/Developing 12-18	Effective 19-24	Highly Effective 25-30
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

STAFFING SPECIALIST (Continued)

TECHNOLOGY	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
19. Use technology resources effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Use technology to establish an atmosphere of active learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Provide students with opportunities to use technology to gather and share information with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Facilitate student access to the use of electronic resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23. Explore and evaluate new technologies and their educational impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Use technology to review student assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Use technology for administrative tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.15	=	
Effective		X	2.29	=	
Highly Effective		X	2.86	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

STAFFING SPECIALIST (Continued)

COLLABORATION	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
26. Participate in school child education team planning sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Serve as resource person to parents, school personnel and agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Mediate between school and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Facilitate meetings with school child education teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Provide consultation and diagnostics at alternative sites as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Serve as ESE representative on committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Participate in meetings to discuss law changes, unique cases and other relevant staffing needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Serve as contact person for assigned program areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.67	=	
Effective		X	1.34	=	
Highly Effective		X	1.56	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

STAFFING SPECIALIST (Continued)

PROFESSIONAL LEARNING	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
35. Participate in county-wide inservice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36. Assist in providing training for ESE and regular education teachers, paraprofessionals and other school personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37. Attend state meetings as resources are available and share information with peers, teachers and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. Participate in data collection of teacher input on administrator's performance assessment program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.50	=	
Effective		X	3.00	=	
Highly Effective		X	3.50	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

STAFFING SPECIALIST (Continued)

PROFESSIONAL RESPONSIBILITIES	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
39. Maintain an objective position as child's advocate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. Document recommendations, implementation and test results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
41. Submit accurate reports in a timely manner and maintain all appropriate records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. Maintain confidentiality of student records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. Maintain effective interpersonal relationships and communication with students, parents, school personnel and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
44. Perform other incidental tasks consistent with the goals and objectives of this position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.00	=	
Effective		X	2.00	=	
Highly Effective		X	2.34	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

STAFFING SPECIALIST (Continued)

STUDENT GROWTH AND ACHIEVEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
45. Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and /or student program classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category Raw Score	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**STAFFING SPECIALIST**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS RUBRIC**

**PLANNING/PREPARATION**

1. Make short- and long-term plans, making schools aware of schedule.
2. Assist with the preparation of alternative learning activities for special needs.
3. Use test results to assist in planning strategies for ESE students that will enhance strengths in learning.

Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>– Confident and competent in assigned content area/s and continues to seek out ways to expand knowledge level.</li> <li>– Selects goals and objectives based on content standards and needs of students.</li> <li>– Sequences strategies and activities to create learning activities that are rigorous and relevant.</li> <li>– Clearly articulates how learning outcomes are aligned with goals, objectives and content standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Highly qualified in assigned content area.</li> <li>– Goals and objectives are aligned with the district and state curriculum standards.</li> <li>– Seeks ways to utilize strategies and learning activities that will engage students with the content.</li> <li>– Learning outcomes are clearly and specifically articulated so students understand the plan and the reason for the activities.</li> </ul>	<ul style="list-style-type: none"> <li>– Is taking course work to become certified in content area.</li> <li>– Works with other members of the team to plan learning activities that align with district and state content standards.</li> <li>– Learning outcomes are sometimes displayed so students can make the connection.</li> </ul>	<ul style="list-style-type: none"> <li>– Has little knowledge of subject area.</li> <li>– Relies on textbook organization to plan and prepare for learning activities.</li> </ul>

# STAFFING SPECIALIST (Continued)

<b>Organization</b>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year.</li> <li>– Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans.</li> <li>– Revisits long range plans as the year progresses.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some understanding of the district and state content standards and sometimes addresses them in learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>– Has looked at the district and state content standards but they are not a part of the long range or daily planning process.</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>– Has a deep understanding of how students learn and plans learning activities so all students are actively involved in the learning process.</li> <li>– Researches literature to stay abreast of the latest innovative strategies and materials and seeks ways to embed them when planning for student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands how students learn and plans for the use of a variety of learning activities.</li> <li>– Does some research regarding increased student involvement and writes plans incorporating new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands that all students should be involved in the learning process and is beginning to plan accordingly some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not understand how students learn and pays little attention to active involvement by all students during the learning activities.</li> </ul>

## STAFFING SPECIALIST (Continued)

<b>Assessments</b>	<ul style="list-style-type: none"> <li>–Utilizes diagnostic and summative assessments and a variety of assessment strategies to gather data to assist with decision making during planning.</li> <li>–Utilizes data from on-going assessments to revisit and revise plans to better serve student needs.</li> <li>–Allows students to assess themselves and to provide input into the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>–Diagnostic and summative assessments, and a variety of assessment strategies are used to gather data for consideration during planning.</li> <li>–A review of assessment data usually informs the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>–Has some knowledge of ongoing assessments to inform teaching and learning, but relies on standardized tests most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>–Learning outcomes are seldom assessed except for standardized tests.</li> <li>–Plans are written and followed with little attention to student needs or outcomes during the process of the learning activities.</li> </ul>
<b>Quality</b>	<ul style="list-style-type: none"> <li>–Plans learning activities that address all state and district curriculum standards and assists other colleagues with planning and design.</li> <li>–Develops plans that are rigorous and demanding in content and involvement.</li> <li>–Makes connections to prior lessons, student interests or real world situations so that students have a context for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>–Plans learning activities that address each state standard.</li> <li>–Finds ways for students to see coherence in what they are studying.</li> <li>–Plans learning activities that require the use of higher level thinking skills.</li> <li>–Helps students make connections to prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>–Has read the state standards but relies on other sources, like textbooks or previous plans for developing learning activities.</li> <li>–Sometimes plans include the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>–Learning activities are incongruent with the state standards.</li> <li>–Plans deal with interaction of lower levels of knowledge.</li> </ul>

**STAFFING SPECIALIST (Continued)**

<b>CLASSROOM MANAGEMENT</b>				
4. Assist schools with scheduling and data entry of exceptional students. 5. Assist the Coordinator of Exceptional Student Education in the implementation of ESE programs. 6. Assist in writing special programs and procedures for exceptional students. 7. Monitor the operation of ESE programs in the schools to ensure compliance with federal, state and county laws and regulations. 8. Use appropriate technology to enhance record keeping and quick retrieval of student information.				
<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>
<b>Learning Environment</b>	– Establishes a climate that empowers students to collaborate and maintain a positive, respectful and non-threatening learning environment.	– Maintains a positive, respectful and non-threatening learning environment.	– Recognizes factors necessary for a positive learning environment but has not implemented them.	– Interactions are often disrespectful, uncaring and negative.
<b>Efficiency/Time Management</b>	– Maximizes time and minimizes interruptions by inculcating routines that are followed effortlessly.	– Establishes routines but requires prompting to follow them.	– Establishes routines but they are not followed or maintained, occasionally resulting in the loss of time.	– Has not established routines and time is frequently lost for routine tasks and interruptions.
<b>Behavior Management</b>	– Anticipates student behavior and prevents problems. – A wide variety of appropriate and effective behavior management techniques have been established and utilized. – School rules, administrative regulations and Board policies are followed and enforced on a daily basis.	– Consistently monitors student behavior. – Appropriate and effective behavior management techniques have been established and utilized. – Administrative regulations and Board policies are followed and enforced.	– Sporadically monitors student behavior. – Behavior management techniques are not consistently applied, resulting in behavior problems. – Administrative regulations and Board policies are not consistently followed or enforced.	– Rarely monitors student behavior. – Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students. – School and district rules and policies are not followed.

**STAFFING SPECIALIST (Continued)**

<b>Expectations</b>	– Clearly communicates and discusses high expectations for student behavior for all students. Students collaborate in the development of the standards and model expectations.	– Clearly communicates high expectations for student behavior to all students.	– Develops student standards of conduct and most students appear to understand them, although not all students adhere to them.	– Has not established or communicated standards of conduct for students.
<b>Supervision</b>	– Volunteers and/or assistants are productively and independently engaged, making a significant contribution to the learning environment.	– Volunteers and/or assistants are productively engaged, but require instructions and supervision.	– Volunteers and/or assistants are engaged, but require frequent instructions and redirection.	– Volunteers and/or assistants have no clearly defined duties or are not actively engaged in the learning process.

STAFFING SPECIALIST (Continued)

ASSESSMENT/EVALUATION				
9. Assist schools with annual review procedures. 10. Interpret test results for teachers, parents and other educational personnel. 11. Assess student achievement by monitoring test scores, behavior patterns and observations. 12. Monitor and assess mainstreaming effectiveness.				
Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>Protocol</b>	<ul style="list-style-type: none"> <li>– Understands the value of standardized testing, strict directions and test security.</li> <li>– Students realize the importance of testing.</li> </ul>	<ul style="list-style-type: none"> <li>– Follows all directions for standardized testing and test security.</li> <li>– Talks with students about testing and the significance to the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Requires close supervision and follow up to ensure that standardized testing is carried out accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not value standardized testing and is compliant at best.</li> </ul>
<b>Diagnosis</b>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to and adjusts learning activities and strategies accordingly.</li> <li>– Uses data from diagnostic measures to plan for ways to meet individual needs.</li> <li>– Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures and adjusts learning activities to meet student needs.</li> <li>– Uses data from ongoing diagnostic measures to more clearly align learning activities for the needs of groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to see the value in upfront diagnostic tools and occasionally will check with students prior to instruction.</li> <li>– Sometimes utilizes ongoing diagnostic strategies to inform learning activities during the course of a study.</li> </ul>	<ul style="list-style-type: none"> <li>– Begins instruction with the assumption that students should know the prior content.</li> <li>– Does not check for understanding or for diagnostic information during the course of a unit of study.</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>– Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding learning activities, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Reviews available data to evaluate learning activities, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Has collaborated with others regarding their learning activities and teaching strategies, but has done little to initiate own instructional or program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not analyze own learning activities, teaching strategies or program evaluation.</li> </ul>

# STAFFING SPECIALIST (Continued)

<b>Understanding</b>	<ul style="list-style-type: none"> <li>– Uses a variety of methods to check for understanding throughout the learning activities, and corrects, provides praise or reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently checks for understanding and reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Asks students if they understand during the learning activities, but often does not follow up with individual feedback.</li> </ul>	<ul style="list-style-type: none"> <li>– Seldom checks for individual student understanding.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>– Executes a plan to clearly articulate academic progress to individual students, their parents and appropriate colleagues.</li> <li>– Communicates with stakeholders on a regular and timely basis and in a variety of formats.</li> </ul>	<ul style="list-style-type: none"> <li>– Articulates academic progress to individual students, their parents, and appropriate colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Provides academic data to students and asks them to take it home to their parents.</li> <li>– Meets with colleagues as required by administration.</li> </ul>	<ul style="list-style-type: none"> <li>– Grades and test scores are posted and it is the students' responsibility to review them and tell their parents about their academic progress.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>– Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students.</li> <li>– Students have bought into goal setting and have developed strategies and a monitoring system for holding themselves accountable for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>– Models the goal setting process by sharing professional goals, strategies and monitoring system with students.</li> <li>– Asks students to write individual goals and monitors their plans so they are knowledgeable about their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Encourages students to do their best and check their work prior to grading.</li> </ul>	<ul style="list-style-type: none"> <li>– Permits students to move along in the instructional process regardless.</li> </ul>

**STAFFING SPECIALIST (Continued)**

<b>STUDENT INSTRUCTIONAL ENGAGEMENT</b>				
<p>13. Serve as the District's local education agency representative for eligibility staffings, placements, change in programs, development of Individual Education Plans (IEPs), annual reviews and dismissals.</p> <p>14. Assist with referrals from private schools and other agencies.</p> <p>15. Interpret and explain psycho-educational evaluations.</p> <p>16. Facilitate ESE programs and paperwork at schools.</p> <p>17. Provide technical support for teachers and other school personnel working with ESE students.</p> <p>18. Ensure that ESE students are placed in the least restrictive environment.</p>				
<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>
<b>Goal Focus</b>	<ul style="list-style-type: none"> <li>– Clearly demonstrates what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Gives a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Relates objectives of each student. Outcomes are not always correlated with state and district standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Students goals, objectives or outcomes are not shared. Students are confused as to the purpose of the learning activities.</li> </ul>
<b>Knowledge of Content</b>	<ul style="list-style-type: none"> <li>– Displays extensive content knowledge with evidence of the most current information in the content area.</li> <li>– Fully explains concepts and connects content to other areas, student experiences and interests or to current events.</li> <li>– Sparks student excitement and interest in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates content knowledge and delivers content that is factually correct.</li> <li>– Content is clear and well-organized and key points or main ideas are emphasized.</li> <li>– Connects the content to other parts of the discipline or other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Has gaps in content knowledge.</li> <li>– Content is factually correct but explanations lack clarity and content is not well organized.</li> <li>– Does not emphasize key points or make connections to other parts of the discipline or with other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Makes content errors; explanations are unclear and fails to build student understanding of key concepts.</li> <li>– Does not make connections to other areas or disciplines.</li> <li>– Students are confused but instruction continues as planned.</li> </ul>

# STAFFING SPECIALIST (Continued)

<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting learning activities to meet individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting learning activities to meet classroom needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts learning activities to meet individual student needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not establish or communicate high expectations for learning and achievement.</li> <li>– There is no evidence of adjusting and adapting learning activities to meet individual needs.</li> </ul>
<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>– Selects highly effective strategies, materials and groupings to involve and motivate all students.</li> <li>– Consistently utilizes current research and new and innovative instructional materials.</li> <li>– Seeks out and integrates technology to maximize student learning.</li> <li>– Incorporates a variety of activities designed to foster higher level thinking and problem solving.</li> <li>– All students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Selects effective strategies, materials and classroom groupings to foster student learning.</li> <li>– Utilizes available technology and has students think about, discuss and use the ideas and skills being taught.</li> <li>– Incorporates activities designed to foster higher level thinking and problem solving.</li> <li>– Students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a limited inventory of classroom strategies, materials and groupings with mixed success.</li> <li>– Understands the importance of technology but does not incorporate it into lessons effectively.</li> <li>– Lessons do not actively involve all students in learning activities or incorporate higher level thinking.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses only one or two teaching strategies or types of materials and fails to reach most students.</li> <li>– Rarely incorporates technology into lessons.</li> <li>– Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.</li> </ul>

# STAFFING SPECIALIST (Continued)

<b>Monitoring and Feedback</b>	<ul style="list-style-type: none"> <li>– Utilizes multiple formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Feedback is consistently provided in a timely manner and is of high quality.</li> <li>– Creates opportunities for learners to monitor and analyze their own progress.</li> <li>– Makes ongoing adjustments in strategies based upon individual student learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes standardized formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Provides learners timely and consistent feedback.</li> <li>– Monitors classroom performance and adjusts teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to consistently use formative and summative instruments to assess student understanding and mastery of content.</li> <li>– Understands the importance of feedback but fails to consistently provide high quality content in a timely manner.</li> <li>– Does not always adjust instruction based upon results.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student learning. Provides poor quality or late feedback.</li> <li>– There is no evidence that instructional strategies are adjusted or modified based upon feedback.</li> </ul>
<b>Individual Student Needs</b>	<ul style="list-style-type: none"> <li>– Skillfully meets the learning needs and accommodates the learning styles of individual students by differentiating and scaffolding.</li> <li>– Displays knowledge of the learning needs and accommodations for all students, including those with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Differentiates and scaffolds instruction to accommodate most students' learning needs.</li> <li>– Makes appropriate accommodations for ELL and IEP students so that they can be engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Attempts to accommodate students with special needs, but meets with mixed success.</li> <li>– May miss opportunities to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to provide differentiated instruction for students with special needs.</li> <li>– Displays little knowledge of student needs.</li> </ul>

# STAFFING SPECIALIST (Continued)

<b>Intervention</b>	<ul style="list-style-type: none"> <li>– Is well educated on the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Constantly monitors students’ behavior and physical condition and acts promptly when signs are observed or conditions reported to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>– Is educated on the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Acts promptly when signs are observed or conditions reported to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>– Is aware of some of the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Fails to pick up on signs of distress or abuse or does not consistently report this in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Is unaware of the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Fails to pick up on signs of distress or abuse and does not report these as required.</li> </ul>
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**STAFFING SPECIALIST (Continued)**

<b>TECHNOLOGY</b>				
19. Use technology resources effectively. 20. Use technology to establish an atmosphere of active learning. 21. Provide students with opportunities to use technology to gather and share information with others. 22. Facilitate student access to the use of electronic resources. 23. Explore and evaluate new technologies and their educational impact. 24. Use technology to review student assessment data. 25. Use technology for administrative tasks.				
<b>Performance Requirement</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>– Seeks out and envisions novel ways for using technology to deliver content.</li> <li>– Uses technology to earn students interest and desire to continue with the learning task.</li> <li>– Uses technology to design learning activities that are rigorous and relevant.</li> <li>– Uses technology to maximize learning.</li> <li>– Technology use is seamless in learning activities, delivery and student use.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to deliver content in a variety of ways.</li> <li>– Realizes that technology use will increase student interest.</li> <li>– Uses technology to increase the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to explore the occasional use of technology to engage students in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology for mundane tasks like copying sentences or filling in the blank type answers from an overhead projector or projection device.</li> </ul>

# STAFFING SPECIALIST (Continued)

<b>Engagement</b>	<ul style="list-style-type: none"> <li>- Seeks out ways for students to use their own technologies (smart phones, iPads/tablets and others) in the learning process.</li> <li>- Collaborates with others to create ways for students to become authentically engaged in the learning process through the use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborates with other teachers to plan lessons that are interesting and challenging by using technology to solve real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Realizes that students like to use technology and is beginning to explore ways to integrate technology into the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>- Is beginning to explore available technology.</li> <li>- Has not figured out how to use technology in the instructional process and continue to maintain discipline in the classroom.</li> </ul>
<b>Professional Growth</b>	<ul style="list-style-type: none"> <li>- Is on the cutting edge of technology exploration and implementation.</li> <li>- Regularly seeks out new technologies and shares information with administrators and colleagues.</li> <li>- Searches for ways to collaborate with others (business, other educational institutions, schools) and shares information with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>- Reads articles and attends trainings where new technologies and new uses for technology are explored.</li> <li>- Often tries new ideas in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands the need to learn more about technology and its use in the school setting and will cooperate when asked.</li> </ul>	<ul style="list-style-type: none"> <li>- Is overwhelmed at the fast pace with which technology is changing.</li> <li>- Finds it difficult to relate to today's technology savvy students.</li> </ul>

# STAFFING SPECIALIST (Continued)

<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>– Uses technology to gather, analyze and make sense of data.</li> <li>– Meets with colleagues to address concerns, look for trends and to celebrate successes.</li> <li>– Utilizes data when making instructional decisions that address individual student needs.</li> <li>– Utilizes data to make instructional decisions and inform parents regarding student progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to record, analyze and review student assessment data.</li> <li>– Shares data analysis with students, their parents and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Records and reviews data, and uses data for planning purposes.</li> <li>– Looks at whole class data and seldom applies data to the individual student.</li> </ul>	<ul style="list-style-type: none"> <li>– Records data as required.</li> </ul>
<b>Record Keeping and Communication</b>	<ul style="list-style-type: none"> <li>– Efficiently and effectively uses technology for communication within the school, between schools and beyond.</li> <li>– Uses technology to create avenues for parental involvement in the learning process.</li> <li>– Maintains accurate and timely records, assisting others with proven record keeping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and effective manner with colleagues.</li> <li>– Collaborates with others to solve problems.</li> <li>– Fulfills all administrative record keeping requirements in a timely and accurate manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to use technology as a tool for some administrative tasks.</li> <li>– Sometimes uses the computer for communication.</li> <li>– Occasionally fails to complete reports on time or accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Finds the use of technology a burden.</li> <li>– Is troubled by the significant amount of time involved to learn a new computer program or system.</li> <li>– Frequently fails to complete reports on time or accurately.</li> </ul>

**STAFFING SPECIALIST (Continued)**

**COLLABORATION**

26. Participate in school child education team planning sessions.
27. Serve as resource person to parents, school personnel and agencies.
28. Mediate between school and parents.
29. Facilitate meetings with school child education teams.
30. Provide consultation and diagnostics at alternative sites as needed.
31. Serve as ESE representative on committees.
32. Participate in meetings to discuss law changes, unique cases and other relevant staffing needs.
33. Serve as contact person for assigned program areas.
34. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

**STAFFING SPECIALIST (Continued)**

<b>Area of Performance</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/ Developing</b>	<b>Unsatisfactory</b>
<b>Students and Families</b>	<ul style="list-style-type: none"> <li>– Initiates and maintains a positive collaborative relationship with parents and families including difficult to reach parents.</li> <li>– Provides leadership in working collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the instructional program and their student's progress. Students participate in preparing materials for their families.</li> <li>– Deals immediately and successfully with parent concerns and makes parents feel welcome.</li> <li>– Written and oral communications are exemplary.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and consistent manner with parents for the benefit of students.</li> <li>– Works collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the instructional program and their student's progress.</li> <li>– Returns parent phone calls and emails promptly and makes parents feel welcome in the school.</li> <li>– Written and oral communication is always informative and expressed in standard English.</li> </ul>	<ul style="list-style-type: none"> <li>– Communications to parents are sporadic and inconsistent.</li> <li>– Works collaboratively with parents only when directed to do so.</li> <li>– Provides parents the minimum information concerning the instructional program and their student's progress.</li> <li>– Is slow to respond to parent concerns and does not try to make them feel welcome at school.</li> <li>– Written and oral communications contain occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to communicate with parents concerning the instructional program or their students' progress.</li> <li>– Fails to return parent phone calls or work collaboratively with parents.</li> <li>– Makes parents feel unwelcome at school.</li> <li>– Written and oral communications frequently contain errors.</li> </ul>
<b>Other Professionals</b>	<ul style="list-style-type: none"> <li>– Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>

**STAFFING SPECIALIST (Continued)**

<b>Teamwork</b>	<ul style="list-style-type: none"><li>– Continually provides leadership in the development of and/or implementation of standards.</li><li>– Initiates the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Participates in team planning to implement state/district standards.</li><li>– Participates in the sharing of ideas and resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Is occasionally absent from team meetings and planning sessions.</li><li>– Rarely shares ideas or resources with team members.</li></ul>	<ul style="list-style-type: none"><li>– Rarely participates in team meetings or planning sessions.</li><li>– Provides almost no ideas or resources for team members.</li></ul>
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**STAFFING SPECIALIST (Continued)**

<b>PROFESSIONAL LEARNING</b>				
35. Participate in county-wide inservice. 36. Assist in providing training for ESE and regular education teachers, paraprofessionals and other school personnel. 37. Attend state meetings as resources are available and share information with peers, teachers and staff. 38. Participate in data collection of teacher input on administrator's performance assessment program.				
<b>Performance Responsibilities</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>– Meets with colleagues at least weekly to review student work, design lessons or share curriculum information.</li> <li>– Regularly meets, and often leads colleagues in the review of data for planning purposes.</li> <li>– Often leads and shares pertinent information at Professional Learning Community meetings.</li> <li>– Opens classroom doors and models effective techniques and strategies for colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Meets with colleagues weekly to review data and plan.</li> <li>– Regularly meets with colleagues to discuss lesson design and student work.</li> <li>– Actively participates at Professional Learning Community meetings.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings as required.</li> <li>– Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings but rarely contributes.</li> <li>– Sees little value in collaboration.</li> </ul>

# STAFFING SPECIALIST (Continued)

<b>Leadership Contributions</b>	<ul style="list-style-type: none"> <li>– Continually seeks out ways to become more effective.</li> <li>– Creates opportunities to provide professional development for colleagues.</li> <li>– Represents the faculty at meetings and training sessions.</li> <li>– Assumes responsibility for disseminating information to the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with colleagues to plan and present workshops.</li> <li>– Serves on committees and shares information with others.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends professional development activities but does not serve in a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends meetings, professional development as required but seldom relates new information to professional growth.</li> </ul>
<b>Self Assessment</b>	<ul style="list-style-type: none"> <li>– Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes.</li> <li>– Routinely monitors strategies to assure that progress is being made toward goal attainment.</li> <li>– Gathers data and talks with colleagues about findings.</li> </ul>	<ul style="list-style-type: none"> <li>– Conducts a self assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan.</li> <li>– Aligns learning opportunities to focus on selected goals.</li> </ul>	<ul style="list-style-type: none"> <li>– Recognizes the need to continuously improve and conducts a self assessment.</li> <li>– Writes personal goals that focus on improving teaching.</li> <li>– Looks for evidence of goal attainment at the end of the semester/year.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to conduct a self assessment or to write goals as required.</li> </ul>

STAFFING SPECIALIST (Continued)

PROFESSIONAL RESPONSIBILITIES				
39. Maintain an objective position as child's advocate. 40. Document recommendations, implementation and test results. 41. Submit accurate reports in a timely manner and maintain all appropriate records. 42. Maintain confidentiality of student records. 43. Maintain effective interpersonal relationships and communication with students, parents, school personnel and the community. 44. Perform other incidental tasks consistent with the goals and objectives of this position.				
Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Reliability</b>	<ul style="list-style-type: none"> <li>– Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments.</li> </ul>	<ul style="list-style-type: none"> <li>– Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.</li> </ul>	<ul style="list-style-type: none"> <li>– Occasionally is late or fails to complete assigned tasks. Makes errors in records.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.</li> </ul>
<b>Judgment/ Professionalism</b>	<ul style="list-style-type: none"> <li>– Is always ethical and honest and uses impeccable judgment.</li> <li>– Always observes appropriate boundaries and respects confidentiality.</li> <li>– Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Is ethical and honest and uses good judgment.</li> <li>– Maintains appropriate boundaries and student confidentiality.</li> <li>– Actively participates in team or departmental decision-making and observes professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Sometimes uses questionable judgment and is less than completely honest and direct.</li> <li>– Sometimes violates boundaries and occasionally discloses student information.</li> <li>– Participates in team or departmental decision-making but decisions are not always based on professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest.</li> <li>– Violates appropriate boundaries and discloses student information.</li> <li>– Makes decisions based solely on self interests.</li> </ul>

# STAFFING SPECIALIST (Continued)

<b>Contributions</b>	<ul style="list-style-type: none"> <li>– Serves as a leader in at least one aspect of the school and is an important member of teacher teams and committees.</li> <li>– Is a leader for one or more school activities.</li> <li>– Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>– Is a positive team member and volunteers to serve on committees and attend school activities.</li> <li>– Contributes ideas and expertise to accomplish the overall mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely serves on committees or attends school activities.</li> <li>– Rarely contributes ideas to improve the school or support its mission.</li> </ul>	<ul style="list-style-type: none"> <li>– Declines invitations to serve on committees or attend school activities.</li> <li>– Never contributes ideas to improve the school or support its mission.</li> <li>– Actions are inconsistent with the school’s school improvement plan or the school’s mission.</li> </ul>
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**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**TEACHER, ADULT EDUCATION**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS FORM**

Name \_\_\_\_\_ Position \_\_\_\_\_ Employee # \_\_\_\_\_

Subject/Course \_\_\_\_\_ School/Dept. \_\_\_\_\_ School Year \_\_\_\_\_

Comments of the Evaluator \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Comments of the Evaluatee \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Information from parents was collected and analyzed in the preparation of this report. ☐ Yes ☐ No

This evaluation has been discussed with me. ☐ Yes ☐ No

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluatee

\_\_\_\_\_  
Date

**Signature does not necessarily indicate agreement with this evaluation.**

TEACHER, ADULT EDUCATION (Continued)

PLANNING/PREPARATION	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
1. Create or select short- and long-range plans based on established curriculum requirements, student profiles and instructional priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Identify specific intended learning outcomes that are challenging, meaningful and measurable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs and socio-economic background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Develop or select instructional activities which foster active involvement in the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.60	=	
Effective		X	3.20	=	
Highly Effective		X	4.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

TEACHER, ADULT EDUCATION (Continued)

CLASSROOM MANAGEMENT	Performance Values (Check One)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
6. Maintain a positive, organized and safe learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Manage time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Manage materials and equipment effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Use effective student behavior management techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Enforce school rules, administrative regulations and board policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Establish and maintain effective and efficient record keeping procedures, including but not limited to, required individual student plans and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Use technology resources effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.15	=	
Effective		X	2.29	=	
Highly Effective		X	2.86	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

TEACHER, ADULT EDUCATION (Continued)

ASSESSMENT/EVALUATION	Performance Values (Check)				Observation Code*
	U	NI/D	E	HE	Indicate all that apply
<b>Performance Responsibilities</b>					
13. Develop and use assessment strategies (traditional and alternative) to assist the continuous development of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Assist in assessing changing curricular needs and plans for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Interpret data (including but not limited to standardized and other test results) for placement, instructional planning and program evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Establish an appropriate testing environment and test security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Evaluate the effectiveness of instructional plans and teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.17	=	
Effective		X	2.34	=	
Highly Effective		X	3.00	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-6	Needs Improvement/Developing 7-10	Effective 11-14	Highly Effective 15-18
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

TEACHER, ADULT EDUCATION (Continued)

STUDENT INSTRUCTIONAL ENGAGEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
19. Demonstrate knowledge and understanding of subject matter content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Communicate high learning expectations for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. Apply principles of learning and effective teaching in instructional delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs which enhance the application of critical, creative and evaluative thinking capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23. Use appropriate material, technology and other resources to help meet learning needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Provide appropriate instructional modification for students with special needs, including exceptional education students and students who have limited English proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Provide instruction on safety procedures and proper handling of materials and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity and respect for self and others by role modeling and learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

TEACHER, ADULT EDUCATION (Continued)

(Continued)

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.34	=	
Effective		X	2.67	=	
Highly Effective		X	3.34	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-11	Needs Improvement/Developing 12-18	Effective 19-24	Highly Effective 25-30
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

TEACHER, ADULT EDUCATION (Continued)

TECHNOLOGY	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
28. Use appropriate technology in instructional delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Use technology to establish an atmosphere of active learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Provide students with opportunities to use technology to gather and share information with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Facilitate student access to the use of electronic resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Explore and evaluate new technologies and their educational impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Use technology to review student assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. Use technology for administrative tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.15	=	
Effective		X	2.29	=	
Highly Effective		X	2.86	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-7	Needs Improvement/Developing 8-11	Effective 12-16	Highly Effective 17-20
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

TEACHER, ADULT EDUCATION (Continued)

COLLABORATION	Performance Values (Check)				Observation Code*
	U	NI/D	E	HE	Indicate all that apply
<b>Performance Responsibilities</b>					
35. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36. Provide accurate and timely information to parents and students about academic and behavioral performance of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37. Collaborate with other professionals and parents after recognizing student distress or abuse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. Collaborate with peers and other professionals to enhance student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.20	=	
Effective		X	2.40	=	
Highly Effective		X	2.80	=	

Category Raw Score

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

TEACHER, ADULT EDUCATION (Continued)

PROFESSIONAL LEARNING	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
40. Engage in continuing improvement of professional knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
41. Assist others in acquiring knowledge and understanding of particular area of responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
44. Participate in school data collection of teacher input on principal's performance assessment program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	1.20	=	
Effective		X	2.40	=	
Highly Effective		X	2.80	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

TEACHER, ADULT EDUCATION (Continued)

PROFESSIONAL RESPONSIBILITIES	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
45. Act in a professional and ethical manner and adhere at all times to the <i>Code of Ethics</i> and the <i>Principles of Professional Conduct of the Education Profession in Florida</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
46. Demonstrate attention to punctuality and regular attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
47. Prepare all required reports in an accurate and timely manner and maintain all appropriate records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
48. Maintain confidentiality of student and other professional information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
49. Comply with policies, procedures, and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
50. Exercise appropriate professional judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
51. Support school improvement initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
52. Perform other tasks consistent with the goals and objectives of this position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Unsatisfactory		X	0	=	
Needs Improvement/Developing		X	.75	=	
Effective		X	1.50	=	
Highly Effective		X	1.75	=	
Category Raw Score					

Category Raw Score	Unsatisfactory 0-5	Needs Improvement/Developing 6-9	Effective 10-12	Highly Effective 13-14
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

TEACHER, ADULT EDUCATION (Continued)

STUDENT GROWTH AND ACHIEVEMENT	Performance Values (Check)				Observation Code*
Performance Responsibilities	U	NI/D	E	HE	Indicate all that apply
53. Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and /or student program classification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Category Raw Score	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Summative Scale Value				

O – Observed

I – Clearly Indicated

C – Collected Data

NE – Not Evident

**SCHOOL DISTRICT OF HAMILTON COUNTY**  
**TEACHER, ADULT EDUCATION**  
**OBSERVATION AND DATA COLLECTION/ANALYSIS RUBRIC**

**PLANNING/PREPARATION**

1. Create or select short- and long-range plans based on established curriculum requirements, student profiles and instructional priorities.
2. Identify specific intended learning outcomes that are challenging, meaningful and measurable.
3. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs and socio-economic background.
4. Develop or select instructional activities which foster active involvement in the learning process.
5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.

Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>– Confident and competent in assigned content area/s and continues to seek out ways to expand knowledge level.</li> <li>– Selects goals and objectives based on content standards and needs of students.</li> <li>– Sequences strategies and activities to create lessons that are rigorous and relevant.</li> <li>– Clearly articulates how learning outcomes are aligned with goals, objectives and content standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Highly qualified in assigned content area.</li> <li>– Goals and objectives are aligned with the district and state curriculum standards.</li> <li>– Seeks ways to utilize strategies and activities that will engage students with the content.</li> <li>– Learning outcomes are clearly and specifically articulated so students understand the plan and the reason for the activities.</li> </ul>	<ul style="list-style-type: none"> <li>– Is taking course work to become certified in content area.</li> <li>– Works with other members of the team to plan lessons that align with district and state content standards.</li> <li>– Learning outcomes are sometimes displayed so students can make the connection.</li> </ul>	<ul style="list-style-type: none"> <li>– Has little knowledge of subject area.</li> <li>– Relies on textbook organization to plan and prepare for the lesson.</li> </ul>

**TEACHER, ADULT EDUCATION (Continued)**

<b>Organization</b>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year.</li> <li>– Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes district and state content standards to develop long range plans.</li> <li>– Revisits long range plans as the year progresses.</li> </ul>	<ul style="list-style-type: none"> <li>– Has some understanding of the district and state content standards and sometimes addresses them in lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>– Has looked at the district and state content standards but they are not a part of the long range or daily planning process.</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>– Has a deep understanding of how students learn and plans instructional activities so all students are actively involved in the learning process.</li> <li>– Researches literature to stay abreast of the latest innovative strategies and materials and seeks ways to embed them when planning for student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands how students learn and plans for the use of a variety of instructional strategies.</li> <li>– Does some research regarding increased student involvement and writes plans incorporating new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>– Understands that all students should be involved in the learning process and is beginning to plan accordingly some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not understand how students learn and pays little attention to active involvement by all students during the learning process.</li> </ul>

**TEACHER, ADULT EDUCATION (Continued)**

<b>Assessments</b>	<ul style="list-style-type: none"> <li>–Utilizes diagnostic and summative assessments and a variety of assessment strategies to gather data to assist with decision making during planning.</li> <li>–Utilizes data from on-going assessments to revisit and revise plans to better serve student needs.</li> <li>–Allows students to assess themselves and to provide input into the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>–Diagnostic and summative assessments, and a variety of assessment strategies are used to gather data for consideration during planning.</li> <li>–A review of assessment data usually informs the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>–Has some knowledge of ongoing assessments to inform teaching and learning, but relies on end of the unit or chapter tests most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>–Learning outcomes are seldom assessed except for standardized tests.</li> <li>–Plans are written and followed with little attention to student needs or outcomes during the process of the teaching unit.</li> </ul>
<b>Quality</b>	<ul style="list-style-type: none"> <li>–Plans lessons that address all state and district curriculum standards and assists other colleagues with planning and design.</li> <li>–Develops plans that are rigorous and demanding in content and involvement.</li> <li>–Makes connections to prior lessons, student interests or real world situations so that students have a context for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>–Plans lessons that address each state standard.</li> <li>–Finds ways for students to see coherence in what they are studying.</li> <li>–Plans lessons that require the use of higher level thinking skills.</li> <li>–Helps students make connections to prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>–Has read the state standards but relies on other sources, like textbooks or previous plans for developing lesson plans.</li> <li>–Sometimes plans include the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>–Lesson plans are incongruent with the state standards.</li> <li>–Plans deal with interaction of Webb’s lower levels of knowledge.</li> </ul>

TEACHER, ADULT EDUCATION (Continued)

CLASSROOM MANAGEMENT				
6. Maintain a positive, organized and safe learning environment. 7. Manage time effectively. 8. Manage materials and equipment effectively. 9. Use effective student behavior management techniques. 10. Enforce school rules, administrative regulations and board policies. 11. Establish and maintain effective and efficient record keeping procedures, including but not limited to, required individual student plans and reports. 12. Use technology resources effectively.				
Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>– Establishes a climate that empowers students to collaborate and maintain a positive, respectful and non-threatening learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>– Maintains a positive, respectful and non-threatening learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>– Recognizes factors necessary for a positive learning environment but has not implemented them.</li> </ul>	<ul style="list-style-type: none"> <li>– Interactions are often disrespectful, uncaring and negative.</li> </ul>
<b>Techniques</b>	<ul style="list-style-type: none"> <li>– Maintains academic focus through a variety of motivational techniques.</li> <li>– Students are actively engaged in the learning process and take responsibility for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Maintains academic focus through motivational techniques.</li> <li>– Students are actively engaged in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not consistently maintain academic focus.</li> <li>– Not all students are engaged in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Lacks academic focus.</li> <li>– Students are frequently off-task and not engaged in the learning process.</li> </ul>

**TEACHER, ADULT EDUCATION (Continued)**

<b>Efficiency/Time Management</b>	<ul style="list-style-type: none"> <li>– Maximizes instructional time and minimizes interruptions by inculcating classroom routines that are followed effortlessly by all students.</li> <li>– Transitions are smooth with students assuming responsibility; no instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes and posts routines but students require prompting to follow them.</li> <li>– Transitions are smooth; little instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>– Establishes routines but they are not followed by all students or maintained by the teacher, occasionally resulting in the loss of instructional time.</li> <li>– Smooth transitions do not always occur, resulting in a loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established routines and instructional time is frequently lost for routine tasks and interruptions.</li> <li>– Transitions result in lost instructional time and behavior problems.</li> </ul>
<b>Behavior Management</b>	<ul style="list-style-type: none"> <li>– Anticipates student behavior and prevents problems.</li> <li>– A wide variety of appropriate and effective behavior management techniques have been established and utilized.</li> <li>– School rules, administrative regulations and Board policies are followed and enforced on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently monitors student behavior.</li> <li>– Appropriate and effective behavior management techniques have been established and utilized.</li> <li>– Administrative regulations and Board policies are followed and enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student behavior.</li> <li>– Behavior management techniques are not consistently applied, resulting in behavior problems.</li> <li>– Administrative regulations and Board policies are not consistently followed or enforced.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely monitors student behavior.</li> <li>– Very few effective behavior management techniques are utilized, resulting in frequent behavior problems or demeaning of students.</li> <li>– School and district rules and policies are not followed.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Clearly communicates and discusses high expectations for student behavior for all students. Students collaborate in the development of the standards and model expectations.</li> </ul>	<ul style="list-style-type: none"> <li>– Clearly communicates high expectations for student behavior to all students.</li> </ul>	<ul style="list-style-type: none"> <li>– Develops student standards of conduct and most students appear to understand them, although not all students adhere to them.</li> </ul>	<ul style="list-style-type: none"> <li>– Has not established or communicated standards of conduct for students.</li> </ul>

**TEACHER, ADULT EDUCATION (Continued)**

<b>Supervision</b>	– Volunteers and/or assistants are productively and independently engaged throughout the entire class, making a significant contribution to the learning environment.	– Volunteers and/or assistants are productively engaged throughout the entire class, but require instructions and supervision from the teacher.	– Volunteers and/or assistants are engaged during portions of the class, but require frequent instructions and redirection from the teacher.	– Volunteers and/or assistants have no clearly defined duties or are not actively engaged in the learning process.
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TEACHER, ADULT EDUCATION (Continued)

ASSESSMENT/EVALUATION				
<p>13. Develop and use assessment strategies (traditional and alternative) to assist the continuous development of students.</p> <p>14. Assist in assessing changing curricular needs and plans for improvement.</p> <p>15. Interpret data (including but not limited to standardized and other test results) for placement, instructional planning and program evaluation.</p> <p>16. Establish an appropriate testing environment and test security.</p> <p>17. Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information.</p> <p>18. Evaluate the effectiveness of instructional plans and teaching strategies.</p>				
Area of Performance	Highly Effective	Effective	Needs Improvement/Developing	Unsatisfactory
<b>Protocol</b>	<ul style="list-style-type: none"> <li>– Understands the value of standardized testing, strict directions and test security.</li> <li>– Students realize the importance of testing.</li> </ul>	<ul style="list-style-type: none"> <li>– Follows all directions for standardized testing and test security.</li> <li>– Talks with students about testing and the significance to the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Requires close supervision and follow up to ensure that standardized testing is carried out accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not value standardized testing and is compliant at best.</li> </ul>
<b>Diagnosis</b>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to beginning instruction and adjusts lesson plans and strategies accordingly.</li> <li>– Uses data from diagnostic measures to plan for ways to meet individual needs.</li> <li>– Confers with colleagues to gather data relative to individual student needs and progress and then plans accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses diagnostic measures prior to instruction and adjusts lesson plans and instruction to meet student needs.</li> <li>– Uses data from ongoing diagnostic measures to more clearly align lesson design for the needs of groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to see the value in upfront diagnostic tools and occasionally will check with students prior to instruction.</li> <li>– Sometimes utilizes ongoing diagnostic strategies to inform lesson design during the course of a study.</li> </ul>	<ul style="list-style-type: none"> <li>– Begins instruction with the assumption that students should know the prior content.</li> <li>– Does not check for understanding or for diagnostic information during the course of a unit of study.</li> </ul>

**TEACHER, ADULT EDUCATION (Continued)**

<b>Analysis</b>	<ul style="list-style-type: none"> <li>– Analyzes, interprets and uses a variety of data, often seeking colleagues input regarding instructional planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Reviews available data to evaluate instructional planning, teaching strategies and program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Has collaborated with others regarding their instructional planning and teaching strategies, but has done little to initiate own instructional or program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not analyze own instructional planning, teaching strategies or program evaluation.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>– Uses a variety of methods to check for understanding throughout the lesson, and corrects, provides praise or reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently checks for understanding and reteaches as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– Asks students if they understand during the lesson, but often does not follow up with individual feedback.</li> </ul>	<ul style="list-style-type: none"> <li>– Seldom checks for individual student understanding.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>– Executes a plan to clearly articulate academic progress to individual students, their parents and appropriate colleagues.</li> <li>– Communicates with stakeholders on a regular and timely basis and in a variety of formats.</li> </ul>	<ul style="list-style-type: none"> <li>– Articulates academic progress to individual students, their parents, and appropriate colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Provides academic data to students and asks them to take it home to their parents.</li> <li>– Meets with colleagues as required by administration.</li> </ul>	<ul style="list-style-type: none"> <li>– Grades and test scores are posted and it is the students' responsibility to review them and tell their parents about their academic progress.</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>– Sets high stakes goals for self and models appropriate goal setting and monitoring strategies for the students.</li> <li>– Students have bought into goal setting and have developed strategies and a monitoring system for holding themselves accountable for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>– Models the goal setting process by sharing professional goals, strategies and monitoring system with students.</li> <li>– Asks students to write individual goals and monitors their plans so they are knowledgeable about their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Encourages students to do their best and check their work prior to grading.</li> </ul>	<ul style="list-style-type: none"> <li>– Permits students to move along in the instructional process regardless.</li> </ul>

**TEACHER, ADULT EDUCATION (Continued)**

<b>Expectations</b>	<ul style="list-style-type: none"><li>– Communicates, posts, explains lesson expectations clearly so students know what is expected.</li><li>– Checks for understanding of expectations regularly.</li></ul>	<ul style="list-style-type: none"><li>– Posts lesson expectations so students will know what is expected.</li></ul>	<ul style="list-style-type: none"><li>– Tells students what is expected and occasionally posts an example from a previous class.</li></ul>	<ul style="list-style-type: none"><li>– Expects students to read the text and follow the directions without expectations clarified or posted.</li></ul>
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TEACHER, ADULT EDUCATION (Continued)

**STUDENT INSTRUCTIONAL ENGAGEMENT**

19. Demonstrate knowledge and understanding of subject matter content.
20. Communicate high learning expectations for all students.
21. Apply principles of learning and effective teaching in instructional delivery.
22. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs which enhance the application of critical, creative and evaluative thinking capabilities.
23. Use appropriate material, technology and other resources to help meet learning needs of all students.
24. Provide appropriate instructional modification for students with special needs, including exceptional education students and students who have limited English proficiency.
25. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
26. Provide instruction on safety procedures and proper handling of materials and equipment.
27. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity and respect for self and others by role modeling and learning activities.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Goal Focus</b>	– Clearly demonstrates to students what is expected by posting and discussing essential questions, goals, rubrics and exemplars. Outcomes are correlated with state and district standards and previous learning.	– Gives students a clear focus by posting the essential questions and outcomes. Outcomes are correlated with state and district standards.	– Relates the main learning objectives of each lesson to students. Outcomes are not always correlated with state and district standards.	– Begins lesson without sharing students goals, objectives or outcomes. Students are confused as to the purpose of the lesson.

**TEACHER, ADULT EDUCATION (Continued)**

<b>Knowledge of Content</b>	<ul style="list-style-type: none"> <li>– Displays extensive content knowledge with evidence of the most current information in the content area.</li> <li>– Fully explains concepts and connects content to other areas, student experiences and interests or to current events.</li> <li>– Sparks student excitement and interest in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates content knowledge and delivers content that is factually correct.</li> <li>– Content is clear and well-organized and key points or main ideas are emphasized.</li> <li>– Connects the content to other parts of the discipline or other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Has gaps in content knowledge.</li> <li>– Content is factually correct but explanations lack clarity and content is not well organized.</li> <li>– Does not emphasize key points or make connections to other parts of the discipline or with other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>– Makes content errors; explanations are unclear and fails to build student understanding of key concepts.</li> <li>– Does not make connections to other areas or disciplines.</li> <li>– Students are confused but instruction continues as planned.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for individual students by clear communications, monitoring student growth and adjusting and adapting instruction to meet individual needs.</li> <li>– Students participate in forming their own academic goals and analyzing their progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently demonstrates high expectations for learning and achievement for all students by clear communications, monitoring student growth and adjusting and adapting instruction to meet classroom needs.</li> <li>– Students value academic success as evidenced by the quality of their work.</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently communicates and applies high expectations for learning and achievement. Inconsistently adjusts and adapts instruction to meet individual student needs.</li> <li>– Students may occasionally spend time off-task or give up when work is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>– Does not establish or communicate high expectations for learning and achievement.</li> <li>– There is no evidence of adjusting and adapting instruction to meet individual needs.</li> <li>– Students may demonstrate a lack of interest in their work and be afraid to take on new challenges or risk failure.</li> </ul>

**TEACHER, ADULT EDUCATION (Continued)**

<b>Instructional Strategies</b>	<ul style="list-style-type: none"> <li>– Selects highly effective strategies, materials and groupings to involve and motivate all students.</li> <li>– Consistently utilizes current research and new and innovative instructional materials.</li> <li>– Seeks out and integrates technology to maximize student learning.</li> <li>– Incorporates a variety of activities designed to foster higher level thinking and problem solving.</li> <li>– All students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Selects effective strategies, materials and classroom groupings to foster student learning.</li> <li>– Utilizes available technology and has students think about, discuss and use the ideas and skills being taught.</li> <li>– Incorporates activities designed to foster higher level thinking and problem solving.</li> <li>– Students are involved in relevant work in which they are active learners and problem solvers.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses a limited inventory of classroom strategies, materials and groupings with mixed success.</li> <li>– Understands the importance of technology but does not incorporate it into lessons effectively.</li> <li>– Lessons do not actively involve all students in learning activities or incorporate higher level thinking.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses only one or two teaching strategies or types of materials and fails to reach most students.</li> <li>– Rarely incorporates technology into lessons.</li> <li>– Most lessons consist of lectures to passive students, reading the textbook or completing worksheets.</li> </ul>
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**TEACHER, ADULT EDUCATION (Continued)**

<b>Monitoring and Feedback</b>	<ul style="list-style-type: none"> <li>– Utilizes multiple formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Feedback is consistently provided in a timely manner and is of high quality.</li> <li>– Creates opportunities for learners to monitor and analyze their own progress.</li> <li>– Makes ongoing adjustments in teaching strategies based upon individual student learning.</li> </ul>	<ul style="list-style-type: none"> <li>– Utilizes standardized formative and summative assessments to assess student understanding and mastery of content.</li> <li>– Provides learners timely and consistent feedback.</li> <li>– Monitors classroom performance and adjusts teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to consistently use formative and summative instruments to assess student understanding and mastery of content.</li> <li>– Understands the importance of feedback but fails to consistently provide high quality content in a timely manner.</li> <li>– Does not always adjust instruction based upon results.</li> </ul>	<ul style="list-style-type: none"> <li>– Sporadically monitors student learning. Provides poor quality or late feedback.</li> <li>– There is no evidence that instructional strategies are adjusted or modified based upon feedback.</li> </ul>
<b>Individual Student Needs</b>	<ul style="list-style-type: none"> <li>– Skillfully meets the learning needs and accommodates the learning styles of individual students by differentiating and scaffolding.</li> <li>– Displays knowledge of the learning needs and accommodations for all students, including those with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>– Differentiates and scaffolds instruction to accommodate most students' learning needs.</li> <li>– Makes appropriate accommodations for ELL and IEP students so that they can be engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>– Attempts to accommodate students with special needs, but meets with mixed success.</li> <li>– May miss opportunities to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to provide differentiated instruction for students with special needs.</li> <li>– Displays little knowledge of student needs.</li> </ul>

**TEACHER, ADULT EDUCATION (Continued)**

<b>Intervention</b>	<ul style="list-style-type: none"> <li>– Is well educated on the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Constantly monitors students’ behavior and physical condition and acts promptly when signs are observed or conditions reported to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>– Is educated on the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Acts promptly when signs are observed or conditions reported to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>– Is aware of some of the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Fails to pick up on signs of distress or abuse or does not consistently report this in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Is unaware of the signs of student distress and abuse and district policies for referral and reporting.</li> <li>– Fails to pick up on signs of distress or abuse and does not report these as required.</li> </ul>
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**TEACHER, ADULT EDUCATION (Continued)**

<b>TECHNOLOGY</b>				
28. Use appropriate technology in instructional delivery. 29. Use technology to establish an atmosphere of active learning. 30. Provide students with opportunities to use technology to gather and share information with others. 31. Facilitate student access to the use of electronic resources. 32. Explore and evaluate new technologies and their educational impact. 33. Use technology to review student assessment data. 34. Use technology for administrative tasks.				
<b>Performance Requirement</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement/Developing</b>	<b>Unsatisfactory</b>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>– Seeks out and envisions novel ways for using technology to deliver content.</li> <li>– Uses technology to earn students interest and desire to continue with the learning task.</li> <li>– Uses technology to design lessons that are rigorous and relevant.</li> <li>– Uses technology to maximize learning.</li> <li>– Technology use is seamless in lesson design, delivery and student use.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to deliver content in a variety of ways.</li> <li>– Realizes that technology use will increase student interest.</li> <li>– Uses technology to increase the use of higher level thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to explore the occasional use of technology to engage students in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology for mundane tasks like copying sentences or filling in the blank type answers from an overhead projector or projection device.</li> </ul>

**TEACHER, ADULT EDUCATION (Continued)**

<b>Engagement</b>	<ul style="list-style-type: none"> <li>- Seeks out ways for students to use their own technologies (smart phones, iPads/tablets and others) in the learning process.</li> <li>- Collaborates with others to create ways for students to become authentically engaged in the learning process through the use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborates with other teachers to plan lessons that are interesting and challenging by using technology to solve real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>- Realizes that students like to use technology and is beginning to explore ways to integrate technology into the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>- Is beginning to explore available technology.</li> <li>- Has not figured out how to use technology in the instructional process and continue to maintain discipline in the classroom.</li> </ul>
<b>Professional Growth</b>	<ul style="list-style-type: none"> <li>- Is on the cutting edge of technology exploration and implementation.</li> <li>- Regularly seeks out new technologies and shares information with administrators and colleagues.</li> <li>- Searches for ways to collaborate with others (business, other educational institutions, schools) and shares information with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>- Reads articles and attends trainings where new technologies and new uses for technology are explored.</li> <li>- Often tries new ideas in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands the need to learn more about technology and its use in the school setting and will cooperate when asked.</li> </ul>	<ul style="list-style-type: none"> <li>- Is overwhelmed at the fast pace with which technology is changing.</li> <li>- Finds it difficult to relate to today's technology savvy students.</li> </ul>

**TEACHER, ADULT EDUCATION (Continued)**

<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>– Uses technology to gather, analyze and make sense of data.</li> <li>– Meets with colleagues to address concerns, look for trends and to celebrate successes.</li> <li>– Utilizes data when making instructional decisions that address individual student needs.</li> <li>– Utilizes data to make instructional decisions and inform parents regarding student progress.</li> </ul>	<ul style="list-style-type: none"> <li>– Uses technology to record, analyze and review student assessment data.</li> <li>– Shares data analysis with students, their parents and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Records and reviews data, and uses data for planning purposes.</li> <li>– Looks at whole class data and seldom applies data to the individual student.</li> </ul>	<ul style="list-style-type: none"> <li>– Records data as required.</li> </ul>
<b>Record Keeping and Communication</b>	<ul style="list-style-type: none"> <li>– Efficiently and effectively uses technology for communication within the school, between schools and beyond.</li> <li>– Uses technology to create avenues for parental involvement in the learning process.</li> <li>– Maintains accurate and timely records, assisting others with proven record keeping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and effective manner with colleagues.</li> <li>– Collaborates with others to solve problems.</li> <li>– Fulfills all administrative record keeping requirements in a timely and accurate manner.</li> </ul>	<ul style="list-style-type: none"> <li>– Is beginning to use technology as a tool for some administrative tasks.</li> <li>– Sometimes uses the computer for communication.</li> <li>– Occasionally fails to complete reports on time or accurately.</li> </ul>	<ul style="list-style-type: none"> <li>– Finds the use of technology a burden.</li> <li>– Is troubled by the significant amount of time involved to learn a new computer program or system.</li> <li>– Frequently fails to complete reports on time or accurately.</li> </ul>

TEACHER, ADULT EDUCATION (Continued)

**COLLABORATION**

35. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.  
 36. Provide accurate and timely information to parents and students about academic and behavioral performance of students.  
 37. Collaborate with other professionals and parents after recognizing student distress or abuse.  
 38. Collaborate with peers and other professionals to enhance student learning.  
 39. Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Students and Families</b>	<ul style="list-style-type: none"> <li>– Initiates and maintains a positive collaborative relationship with parents and families including difficult to reach parents.</li> <li>– Provides leadership in working collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the instructional program and their student's progress. Students participate in preparing materials for their families.</li> <li>– Deals immediately and successfully with parent concerns and makes parents feel welcome.</li> <li>– Written and oral communications are exemplary.</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates in a timely and consistent manner with parents for the benefit of students.</li> <li>– Works collaboratively with parents to improve student performance and/or behavior.</li> <li>– Provides frequent information to parents about the instructional program and their student's progress.</li> <li>– Returns parent phone calls and emails promptly and makes parents feel welcome in the school.</li> <li>– Written and oral communication is always informative and expressed in standard English.</li> </ul>	<ul style="list-style-type: none"> <li>– Communications to parents are sporadic and inconsistent.</li> <li>– Works collaboratively with parents only when directed to do so.</li> <li>– Provides parents the minimum information concerning the instructional program and their student's progress.</li> <li>– Is slow to respond to parent concerns and does not try to make them feel welcome at school.</li> <li>– Written and oral communications contain occasional errors.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to communicate with parents concerning the instructional program or their students' progress.</li> <li>– Fails to return parent phone calls or work collaboratively with parents.</li> <li>– Makes parents feel unwelcome at school.</li> <li>– Written and oral communications frequently contain errors.</li> </ul>

**TEACHER, ADULT EDUCATION (Continued)**

<b>Other Professionals</b>	<ul style="list-style-type: none"> <li>– Provides leadership in working with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works collaboratively with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with school staff and other professionals to assist in meeting student needs and improving student performance only when directed to do so.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to work with school staff and other professionals to assist in meeting student needs and improving student performance.</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>– Continually provides leadership in the development of and/or implementation of standards.</li> <li>– Initiates the sharing of ideas and resources with team members.</li> </ul>	<ul style="list-style-type: none"> <li>– Participates in team planning to implement state/district standards.</li> <li>– Participates in the sharing of ideas and resources with team members.</li> </ul>	<ul style="list-style-type: none"> <li>– Is occasionally absent from team meetings and planning sessions.</li> <li>– Rarely shares ideas or resources with team members.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely participates in team meetings or planning sessions.</li> <li>– Provides almost no ideas or resources for team members.</li> </ul>

TEACHER, ADULT EDUCATION (Continued)

PROFESSIONAL LEARNING				
<p>40. Engage in continuing improvement of professional knowledge and skills.</p> <p>41. Assist others in acquiring knowledge and understanding of particular area of responsibility.</p> <p>42. Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.</p> <p>43. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.</p> <p>44. Participate in school data collection of teacher input on principal's performance assessment program.</p>				
Performance Responsibilities	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>– Meets with colleagues at least weekly to review student work, design lessons or share curriculum information.</li> <li>– Regularly meets, and often leads colleagues in the review of data for planning purposes.</li> <li>– Often leads and shares pertinent information at Professional Learning Community meetings.</li> <li>– Opens classroom doors and models effective techniques and strategies for colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Meets with colleagues weekly to review data and plan.</li> <li>– Regularly meets with colleagues to discuss lesson design and student work.</li> <li>– Actively participates at Professional Learning Community meetings.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings as required.</li> <li>– Is beginning to see some value in spending time sharing personal reflections and student work with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends collaborative meetings but rarely contributes.</li> <li>– Sees little value in collaboration.</li> </ul>

**TEACHER, ADULT EDUCATION (Continued)**

<b>Leadership Contributions</b>	<ul style="list-style-type: none"> <li>– Continually seeks out ways to become a more effective teacher.</li> <li>– Creates opportunities to provide professional development for colleagues.</li> <li>– Represents the faculty at meetings and training sessions.</li> <li>– Assumes responsibility for disseminating information to the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>– Works with colleagues to plan and present workshops.</li> <li>– Serves on committees and shares information with others.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends professional development activities but does not serve in a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>– Attends meetings, professional development as required but seldom relates new information to professional growth.</li> </ul>
<b>Self Assessment</b>	<ul style="list-style-type: none"> <li>– Conducts self assessment, seeks input from colleagues and writes a detailed improvement plan that focuses on improved student outcomes.</li> <li>– Routinely monitors strategies to assure that progress is being made toward goal attainment.</li> <li>– Gathers data and talks with colleagues about findings.</li> </ul>	<ul style="list-style-type: none"> <li>– Conducts a self assessment and meets with selected colleagues to get input, develop strategies and to write an improvement plan.</li> <li>– Aligns learning opportunities to focus on selected goals.</li> </ul>	<ul style="list-style-type: none"> <li>– Recognizes the need to continuously improve and conducts a self assessment.</li> <li>– Writes personal goals that focus on improving teaching.</li> <li>– Looks for evidence of goal attainment at the end of the semester/year.</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to conduct a self assessment or to write goals as required.</li> </ul>

TEACHER, ADULT EDUCATION (Continued)

**PROFESSIONAL RESPONSIBILITIES**

45. Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.
46. Demonstrate attention to punctuality and regular attendance.
47. Prepare all required reports in an accurate and timely manner and maintain all appropriate records.
48. Maintain confidentiality of student and other professional information.
49. Comply with policies, procedures, and programs.
50. Exercise appropriate professional judgment.
51. Support school improvement initiatives.
52. Perform other tasks consistent with the goals and objectives of this position.

Area of Performance	Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
<b>Reliability</b>	<ul style="list-style-type: none"> <li>– Carries out assignments conscientiously and punctually, keeps meticulous records and is never late for duties or assignments.</li> </ul>	<ul style="list-style-type: none"> <li>– Is punctual and reliable with paperwork, duties and assignments. Keeps accurate records.</li> </ul>	<ul style="list-style-type: none"> <li>– Occasionally is late or fails to complete assigned tasks. Makes errors in records.</li> </ul>	<ul style="list-style-type: none"> <li>– Frequently fails to complete assignments, makes errors in records and misses deadlines or meetings.</li> </ul>
<b>Judgment/ Professionalism</b>	<ul style="list-style-type: none"> <li>– Is always ethical and honest and uses impeccable judgment.</li> <li>– Always observes appropriate boundaries and respects confidentiality.</li> <li>– Takes a leadership role in team or departmental decision-making and helps ensure that these decisions are based on the highest professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Is ethical and honest and uses good judgment.</li> <li>– Maintains appropriate boundaries and student confidentiality.</li> <li>– Actively participates in team or departmental decision-making and observes professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Sometimes uses questionable judgment and is less than completely honest and direct.</li> <li>– Sometimes violates boundaries and occasionally discloses student information.</li> <li>– Participates in team or departmental decision-making but decisions are not always based on professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>– Acts in an unethical or ethically questionable manner. Uses poor judgment and cannot be counted upon to be honest.</li> <li>– Violates appropriate boundaries and discloses student information.</li> <li>– Makes decisions based solely on self interests.</li> </ul>

**TEACHER, ADULT EDUCATION (Continued)**

<b>Contributions</b>	<ul style="list-style-type: none"><li>– Serves as a leader in at least one aspect of the school and is an important member of teacher teams and committees.</li><li>– Is a leader for one or more school activities.</li><li>– Regularly contributes valuable ideas and expertise to implement improvements or further the mission of the school.</li></ul>	<ul style="list-style-type: none"><li>– Is a positive team member and volunteers to serve on committees and attend school activities.</li><li>– Contributes ideas and expertise to accomplish the overall mission of the school.</li></ul>	<ul style="list-style-type: none"><li>– Rarely serves on committees or attends school activities.</li><li>– Rarely contributes ideas to improve the school or support its mission.</li></ul>	<ul style="list-style-type: none"><li>– Declines invitations to serve on committees or attend school activities.</li><li>– Never contributes ideas to improve the school or support its mission.</li><li>– Actions are inconsistent with the school's school improvement plan or the school's mission.</li></ul>
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