



*Serving learners, families, and the community.*

# **EDUCATOR EVALUATION HANDBOOK**

## **Teachers**

### **June 2023**

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## PHILOSOPHY

Education serves as the backbone of our democratic society by instilling learning skills, formal academic learning, and the social development needed for future citizens to address societal needs. Daily educational outcomes are controlled primarily by teachers who guide and educate our youth. To affirm the public trust in their relationships, abilities, and skills, teachers must not only meet an established standard of effective performance but must actively and continually seek to improve their skills and abilities through self and professional study. The purposes of the Cecil County Public School system teacher evaluation program, along with other strategies, are to ensure that each student will receive effective instruction and will have maximum opportunity to learn, as well as to enhance teachers' effectiveness in the classroom.

Cecil County's system of evaluation recognizes that most teachers effectively instruct students. Throughout the evaluation process each teacher will engage in continuous self-improvement, strive to improve his/her ability to deliver quality instruction, and, ultimately, optimize student learning and growth.

## OVERVIEW OF THE TEACHER EVALUATION PROCESS

In the Cecil County Public Schools, the teacher evaluation process includes the use of classroom observations, assessment of professional activities, review of documentation of performance, student achievement, and a formal evaluation conference. The principal is the lead evaluator and may work in conjunction with any of the following: a principal, assistant principal, instructional coordinator, program facilitator, or another administrator designated by the Executive Director. Unless otherwise designated by the Superintendent of Schools, the principal is the lead evaluator and is responsible for ensuring that the policy and regulations associated with teacher evaluation are implemented in a timely manner.

### **Non-Tenured**

All non-tenured teachers must be observed a minimum of two times during each evaluation period. These observations will be conducted by a principal, assistant principal, instructional coordinator, program facilitator, or another administrator designated by the Executive Director. An observation that is conducted jointly by two or more administrators will count as one observation for the teacher.

Non-tenured teachers will be evaluated a minimum of two times per year. The evaluation will be completed by a principal, assistant principal, instructional coordinator, program facilitator, or another administrator designated by the Executive Director. The first evaluation will be completed by December 15, on the basis of the Professional Practice domains only.

- If the December 15, evaluation is *Highly Effective* or *Effective* and subsequent observations uphold this rating, the second evaluation will be completed by June 1.
- If the December 15, evaluation is rated *Needs Improvement* or *Ineffective* on the overall rating, an appropriate Professional Improvement Plan will be developed and implemented. The second evaluation will be completed by March 15. A revision of the Student Learning Objectives (SLO) must be revised by January 30, to allow their inclusion in the early evaluation.

End of year evaluations - March 15, or June 1 (see below for deadlines for teachers hired after November 1) - will be based on the following sources of information: a minimum of two formal observations, the Related Professional Activities Form, student achievement data, and may include additional documentation of performance.

Teachers who have accepted positions after the beginning of the school year will be evaluated according to the following time schedule. The evaluations will be based on the same sources of information as listed previously.

- For teachers beginning employment between November 15 and December 31, there will be one evaluation period which shall conclude by March 15, if *Ineffective* or June 1, if *Effective*.

- For teachers beginning employment on or after January 1, there will be one evaluation period which will conclude by June 1.
- Student Learning Objectives will be selected and developed collaboratively by the teacher and principal with timelines that allow their inclusion in these evaluations.

Non-tenured teachers will receive an *Effective* or an *Ineffective* rating for each evaluation period except their initial evaluation period. For the initial evaluation period, a non-tenured teacher may receive a *Needs Improvement* rating. An *Ineffective* evaluation of a non-tenured teacher shall include three observations at least one of which shall be conducted by an individual other than the immediate supervisor.

Evaluation conferences must be completed by March 15, for non-tenured teachers whose observations indicate a teaching performance that is found to be *Ineffective*. For teachers hired prior to January 1, evaluators will notify the Associate Superintendent for Education Services no later than March 30, when the teacher's performance results in a recommendation for the teacher's dismissal from employment. For teachers hired on or after January 1, evaluators will notify the Associate Superintendent for Education Services no later than May 1, or 90 days prior to the third anniversary date of hire.

### **Tenured Teachers**

In accordance with COMAR 13.A.07.09.06, tenured teachers with a Standard Professional Certificate or an Advanced Professional Certificate will be evaluated once annually in a three-year cycle:

(1) In the first year of the evaluation cycle, tenured teachers shall be evaluated on both professional practice and student growth;

(2) If in the first year of the evaluation cycle a tenured teacher is determined to be highly effective or effective, then in the second year of the evaluation cycle the tenured teacher shall be evaluated using the professional practice rating from the previous year and the student growth based on the most recent available data;

(3) If in the second year of the evaluation cycle a tenured teacher is determined to be highly effective or effective, then in the third year of the evaluation cycle the tenured teacher shall be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data;

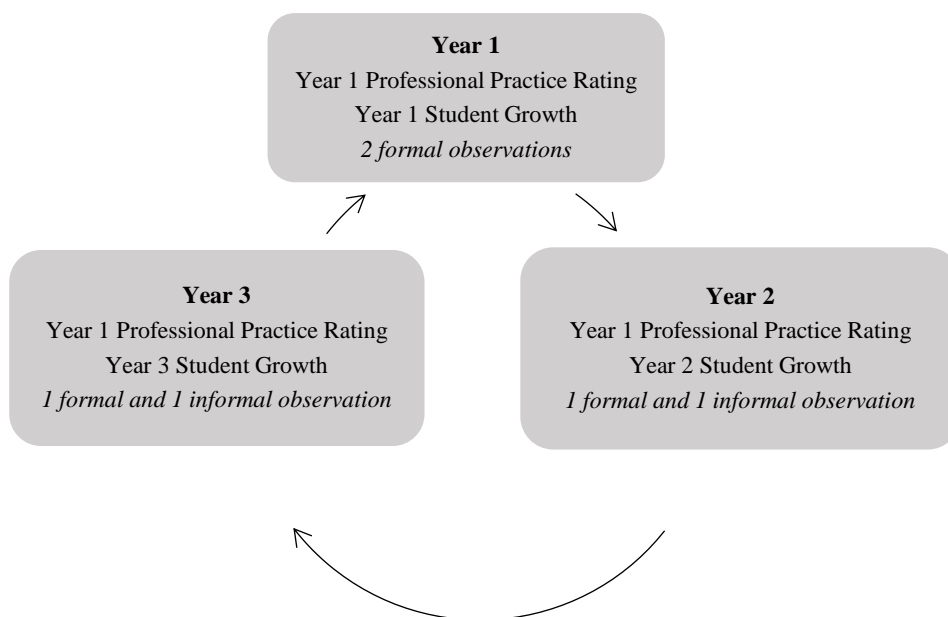
(4) At the beginning of the fourth year, the evaluation cycle shall begin again; and

(5) In any year, a principal may determine or a tenured teacher may request that the evaluation be based on a new review of professional practice along with student growth. (COMAR 13.A.07.09.06)

Professional Practice evaluation ratings must be based on observations that have taken place during that school year only.

Teachers who wish to be evaluated in the professional practices area in years they are not scheduled for a full evaluation must request a full evaluation in writing to their principal by October 15.

## Tenured Teacher Evaluation Cycle



All teachers rated as ineffective shall be evaluated annually on student growth and professional practice.

An evaluation of professional practice for a tenured teacher will be based on a minimum of two formal observations in that year. In years that the teacher's professional practice rating is carried over, at least one formal and one informal observation must take place. In each year, the Related Professional Activities Form, student achievement data, and any additional documentation of performance will be used to determine the teachers overall rating.

Observers may be a principal, assistant principal, instructional coordinator, program facilitator, or an administrator designated by the Executive Director.

Tenured teachers:

- whose ratings are determined to be Effective or Highly Effective will have their final evaluation completed between April 15 and June 1, of the evaluation year.
- whose current certificates are rated as Second Class (see definition of terms) will have their evaluation completed by April 15, of the evaluation year.
- whose ratings are determined to be Ineffective will have their evaluation completed by April 15, of the evaluation year.

In the event that a teacher will be evaluated on the March 15/April 15 timeline, SLO's must be revised by January 30, if they will not be completed at the time of the evaluation. Revisions must be done in collaboration between teacher and principal, subject to Executive Director's approval. Possible reasons for such a revision include, among other circumstances, a significant change in the teacher's assignment or the likelihood that the teacher will be evaluated on a March/April timeline.

All tenured teachers will receive either a Highly Effective, Effective, or an Ineffective rating on the overall rating for the *one year* evaluation period. An Ineffective evaluation of a tenured teacher shall include at least one independent observation by an individual other than the immediate supervisor.

If a teacher's performance receives an Ineffective rating, the evaluator may recommend one of the following actions to the Associate Superintendent for Education Services by April 30 of the evaluation year:

- the teacher's certificate be reclassified as Second Class; or
- the teacher be dismissed.

## **CLASSROOM PERFORMANCE EVALUATION COMPONENTS**

The evaluation is based upon:

**Formal Observation** - The formal observation of the classroom teaching/learning process through two different procedures, announced or unannounced:

Formal *Announced* Observation

Pre-observation Conference

Classroom Observation

Post-observation Conference

Formal *Unannounced* Observation

Classroom Observation

Post-observation Conference

- A. Student Achievement** – Student achievement is a compilation of a school based Academic Index and the overall degree to which the three (3) Student Learning Objectives (SLOs) have been attained.
- B. Related Professional Activities Form** - A record completed by the teacher listing the teacher's participation in activities throughout the current year.

When available, other information such as the following will be used in the evaluation:

**Informal Observation** - An observation of at least 10 minutes of the classroom or instructional related activity. If everything is considered positive, no post conference is necessary. However, an informal observation with areas of concern shall be followed by a conference and a subsequent formal observation may occur.

**Narrative Record Form** - A form on which to provide feedback on teacher performance and/or document other elements of the teacher's behavior or performance.

**Professional Improvement Plan** - A plan developed collaboratively by the teacher, principal or assistant principal, and instructional coordinator or program facilitator, or an administrator designated by the Executive Director. This plan includes the teacher's performance goals, a detailed program for assistance, and opportunities to develop and improve instructional techniques. This plan will be directed by the principal or the appropriate evaluator.

**Teacher Comment Form** - A form that offers the teacher the opportunity to comment, explain, or reflect upon the observation or evaluation in a written format, which shall be attached to the relevant observation document. The teacher is responsible for dissemination of copies to be attached to the original document via the Data Service Center.

**Other Documentation** – Refers to additional evidence of performance, such as: letters of commendation and/or letters that express concerns.

## Definition of Terms

### **Evaluators/Observers**

The principal, assistant principal, instructional coordinator, program facilitator, or an administrator designated by the Executive Director.

### **Non-Tenured**

The probationary status of a teacher who has not met the requirements of tenure status.

### **Overall Evaluation**

Rating given to a teacher's total performance.

### **Domains**

Aspects of the teaching discipline and related responsibilities which embody required specific skills. These vary slightly for each teacher group and are reflected on specific observation and evaluation forms.

<b>General Teachers</b>	<b>Building Coordinators</b>	<b>Related Service Providers/ Psychologist</b>	<b>Instructional Coaches</b>	<b>Counselors</b>	<b>Media Specialist</b>	<b>Local Support Teachers</b>
<i>Planning and Preparation</i>	<i>Planning and Preparation</i>	<i>Planning and Preparation</i>	<i>Planning and Preparation</i>	<i>Planning and Preparation</i>	<i>Planning and Preparation</i>	<i>Student Achievement</i>
<i>Instructional Strategies</i>	<i>Service Delivery</i>	<i>Service Delivery</i>	<i>Service Delivery</i>	<i>Service Delivery</i>	<i>Instructional Strategies</i>	<i>Managing the Learning Environment</i>
<i>Managing the Classroom/ Learning Environment</i>	<i>Managing the Learning Environment</i>	<i>Managing the Learning Environment</i>	<i>Managing the Learning Environment</i>	<i>Organization of Setting</i>	<i>Managing the Classroom Environment</i>	<i>Community Outreach/ Stakeholder Engagement</i>
<i>Related Professional Responsibilities</i>	<i>Related Professional Responsibilities</i>	<i>Related Professional Responsibilities</i>	<i>Related Professional Responsibilities</i>	<i>Related Professional Responsibilities</i>	<i>Related Professional Responsibilities</i>	<i>Related Professional Responsibilities</i>
					<i>Media Center Program Management</i>	<i>Adheres to Ethical Principles and Professional Norms</i>
<i>Student Achievement</i>	<i>Student Achievement</i>	<i>Student Achievement</i>	<i>Student Achievement</i>	<i>Student Achievement</i>	<i>Student Achievement</i>	<i>Student Achievement</i>

### **Student Learning Objectives (SLOs)**

A specific, rigorous, long-term goal for groups of students that educators create to guide their instructional and administrative efforts.

### **SLO Cycle**

A marking period, semester, or year-long timeline where student achievement data is being collected and analyzed.

### **Components**

Each domain has components of behaviors that are not all-inclusive, but reflect the best practices listed under the area for *Highly Effective* or *Effective* ratings. Evaluators recognize that not every indicator may be observed in every lesson. The teacher will be evaluated in appropriate domains and components. See specific rubrics to follow.



### **Teacher Evaluation Process**

A cycle includes the following: observations, conferences, analysis of student achievement data, related professional activities form, Professional Improvement Plan (if applicable), evaluation, tenure recommendation (if applicable), and any additional documentation of performance.

### **Observation Ratings**

The observers will rate the teacher's performance in each of the components within the domains:

- |                          |   |
|--------------------------|---|
| <i>Highly Effective</i>  | - performance exceeds county expectations   |
| <i>Effective</i>         | - performance meets county expectations   |
| <i>Needs Improvement</i> | - performance that is not consistently effective and requires modification to be acceptable |
| <i>Ineffective</i>       | - performance which is not effective and may jeopardize employment status                   |
| <i>Not applicable</i>    | - performance area which does not pertain to this observation                               |

### **Evaluation Ratings**

The evaluators will rate the teacher's performance in each of the domains:

- |                          |  |
|--------------------------|--|
| <i>Highly Effective</i>  | - performance exceeds county expectations  |
| <i>Effective</i>         | - performance meets county expectations  |
| <i>Needs Improvement</i> | - performance that is not consistently effective and requires modification to be acceptable [First evaluation period non-tenured teachers only may receive this summary evaluation.] |
| <i>Ineffective</i>       | - performance which is not effective and may jeopardize employment status  |
| <i>Not applicable</i>    | - performance area which does not pertain to this evaluation   |

### **Second Class Certificate**

The declaration by the Superintendent of Schools for a tenured teacher's certificate when that teacher has been rated as overall *Ineffective* because the teacher has not met the standards for a first class certificate. A teacher whose certificate is rated as second class may not receive a salary increment based on experience for one year. At the end of that year, the second class certificate must be declared first class or the teacher be recommended for dismissal in accordance with the Annotated Code of Maryland and the regular contract as identified in COMAR.

### **Second Year Probationary Status**

A certificated employee who achieved tenure in another LEA in Maryland may achieve tenure after a one-year probationary period. That probationary period may be extended for a second year if the certificated employee does not qualify for tenure at the end of the first year based on established performance evaluation criteria, and the employee demonstrates a strong potential for improvement. (COMAR 13A.07.02.01B)

### **Teacher**

Certificated personnel whose performance is being evaluated through the observation and evaluation process. This group also includes related service providers, media specialists, building coordinators, resource teachers, instructional coaches, school psychologists, and counselors.

### **Tenured**

The status granted to a teacher who has been rated as overall *Highly Effective* or *Effective* after a **three-year** continuous probationary period and recommended for continued employment.

## **OBSERVATION PROCEDURES**

### **I. Formal Announced/Unannounced Observation**

- A. Pre-observation conference (for announced only):
  - 1. The observer(s) may be the principal, assistant principal, instructional coordinator, program facilitator, or an administrator designated by the Executive Director.
  - 2. The conference shall be held at least one working day before the observation.
  - 3. The Observer(s) will provide the teacher a copy of the Pre-Conference Form. Teacher MAY elect to reply to the questions in print or simply consider the questions in advance of the conference.
  - 4. Completion of the Pre-Conference Form will not substitute for a pre-observation conference.
  - 5. The Pre-Conference Form is maintained by the observer(s) and becomes part of the observation documentation.
- B. Classroom observation
  - 1. The time of classroom observation may be the entire lesson but no less than thirty (30) minutes.
  - 2. Minimum of two observations a year.
  - 3. The observer shall rate performance in each component on a 4-point scale:
    - (a) *Highly Effective*-performance exceeds county expectations
    - (b) *Effective* - performance meets county expectations
    - (c) *Needs Improvement* - performance not consistently effective and requires modification to be acceptable
    - (d) *Ineffective* - performance is not effective and may jeopardize employment status
    - (e) *Not applicable* - performance which does not pertain to this observation
  - 4. Observer must use established component indicators in determining a rating.
- C. Post-observation conference
  - 1. Conferences should be held within three working days after the date of the observation.
  - 2. Administrators and teachers should discuss the observation prior to sharing the observation report/form.
  - 3. Conferences shall be held to provide feedback to the teacher concerning the lesson to:
    - (a) Commend professional strengths
    - (b) Explain any rating of *Needs Improvement* or *Ineffective*
    - (c) Determine any areas for growth and discuss subsequent support
  - 4. Student Learning Objectives will be discussed to assess the degree of attainment in the collection and analysis of SLO data, and any adjustments to instructional practices.

### **II. Informal Observation**

- A. The length of the observation shall be at least 10 minutes.
- B. The Informal Observation Form is to be used only for classroom/instructional related activities.
- C. Teachers shall receive a copy of the form on the day of the observation.
- D. Informal observations with negative comments shall be followed by a conference and a formal observation may occur.

### **III. Narrative Record Form**

- A. The Narrative Record Form may be used as the primary report form on which to maintain a written record of teacher performance in the area of Related Responsibilities.
- B. The Narrative Record Form may be used, when necessary, as an attachment to any observation to clarify and/or supplement the data recorded.
- C. The Narrative Record Form may be used to document non-instructional concerns with the teacher's behavior or performance.

### **IV. Teacher Comment Form**

- A. The Teacher Comment Form offers the teacher the opportunity to comment, explain, rebut or reflect upon the observation in a written format.
- B. The teacher is responsible for dissemination of copies to be attached to the original observation and all other recipients of the observation. This can be accomplished via the Data Service Center evaluation instrument.
- C. The appropriate form must be used.

### **V. General Guidelines**

- A. All of the stated numbers of observations are the minimum number required. Principals, assistant principals, instructional coordinators, program facilitators, or administrators designated by the Executive Director may observe teaching performance any time deemed appropriate by the observers, consistent with the CCCTA Negotiated Agreement, Article VII.
- B. The instructional coordinator, program facilitator, or an administrator designated by the Executive Director and the principal, assistant principal, or next-in-line administrator must be involved together in at least one type of formal observation whenever ratings in any one domain indicate the possibility of an *Ineffective* evaluation.
- C. At least one observation should occur in each of the schools in which a multi-school/multi-supervised teacher is assigned.

### **VI. Observation Criteria / Rubric for Rating Classroom Observations**

The rubrics that follow in the appendices to this handbook describe the levels of performance that would result in ratings of *Highly Effective*, *Effective*, *Needs Improvement*, or *Ineffective* in each of the components within each domain of professional practice. Behaviors and conditions described here are not intended to be all inclusive lists, but examples of descriptors consistent with the various rating labels. Separate rubrics are provided for each teacher category: classroom teacher, related services provider, school counselor, building coordinator, instructional coach, media specialist, psychologist, and local support teacher.

## Measuring Student Growth and Achievement

### Academic Index

Beginning with the 2014-15 school year, neither the Maryland School Assessment nor School Progress Index will generate state measures to apply to teacher evaluations. These components of the Student Achievement domain will be replaced by the Academic Index, a measure composed of the following school-specific data elements:

- Student Attendance
- Student Discipline
- Student Academic Performance

Each school will be assigned an annual goal to reduce the number of students who perform below an acceptable level in these areas. Each school's success in meeting this annual goal will account for 20% of each teacher's evaluation.

### Student Learning Objectives (SLOs) for ALL Teachers

1. In collaboration with teachers, content coordinators have created Student Learning Objectives that will apply to teachers. These SLO documents address the full variety of teacher positions including classroom teachers, special educators, counselors, instructional coaches, media specialists and related service providers.
2. By September 30 each year, each teacher will select two (2) grade/subject appropriate SLOs to be considered in the evaluation process. Each SLO is valued at 15% of the teacher's evaluation. For each SLO that is rated at Highly Effective, the teacher receives the full 15% value. Effective attainment yields 12%; Needs Improvement yields 9% value. For any teacher's SLO rated at Ineffective attainment, the value assigned is 7.5%.
3. For those teachers who teach multiple sections of students, it is the teacher's choice of targeted audience to which the SLOs are applied. Stated another way by example, a biology teacher may elect to apply the laboratory practical SLO to one section of students and apply the unit exam SLO to another section. This variety of applications will enrich the data used to evaluate each teacher's impact on student learning.
4. High school teachers who teach a class assessed by the Maryland High School Assessment (HSA) will choose one SLO specifically related to HSA performance. If current year HSA data will not be available for timely summative evaluation, lagged data from the prior year may be required.
5. There are unique settings and situations where the general bank of SLOs is not appropriate for a teacher. The teacher and principal may propose new SLO(s) that more accurately reflect the instructional goals of these unique positions. Timelines, assessment tools, targets or audience might be adjusted in these SLOs. The Executive Director for the grade level span will review these proposals by September 30, for approval.
6. When considering students to be considered in a teacher's SLO caseload, the teacher and principal may agree to exclude those students with attendance of less than 80% of the days/periods belonging in the class. A student can be excluded from the teacher's caseload for a variety of reasons, at the principal's discretion.
7. Revisions must be done in collaboration between teacher and principal, subject to Executive Director's approval. Possible reasons for such a revision include, among other circumstances, a significant change in the teacher's assignment or the likelihood that the teacher will be evaluated on a March/April timeline.
8. For clarifications or to share your experiences with these descriptions, please contact the appropriate content coordinator for each subject. Each coordinator has developed these SLOs with considerable teacher input.

Domain 5: Student Achievement		Academic Index	
All teachers will receive 20% of their professional evaluation from the Academic Index.			
20	19	18	17
Highly Effective	Effective	Needs Improvement	Ineffective
Academic Index=1 indicating that the school has exceeded its goals for improving scores collected that relate to student attendance, student discipline and academic performance.	Academic Index=2 indicating that the school has met its goals for improving scores collected that relate to student attendance, student discipline and academic performance.	Academic Index=3 indicating that the school has narrowly missed its goals for improving scores collected that relate to student attendance, student discipline and academic performance.	Academic Index=4 indicating that the school has significantly missed its goals for improving scores collected that relate to student attendance, student discipline and academic performance.

Domain 5: Student Achievement		Student Learning Objectives	
<b>Attains targeted performance levels of Student Learning Objectives. Each SLO is rated separately.</b> High School teachers who teach in class assessed by the Maryland High School Assessment (HSA) will choose one SLO specifically related to HSA performance.			
10	8	6	5
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Meets or exceeds the established SLO with all or nearly all students.</li><li>No significant gaps exist between subgroups of students.</li></ul>	<ul style="list-style-type: none"><li>Demonstrates attainment of the SLO with most students.</li><li>Where the SLO is not met, significant contributing factors can be identified to add context to interpreting results.</li></ul>	<ul style="list-style-type: none"><li>Shows progress toward meeting/approximating the established SLO, though may not meet the target with many students.</li><li>Target may be met for select subgroups of students, but significant performance gaps exist between student groups.</li></ul>	<ul style="list-style-type: none"><li>Does not meet or approach targeted performance level in the SLO.</li></ul>

## EVALUATION PROCEDURES

### I. Evaluation Components

The evaluation is based upon information from the following types of observations and records previously shared in writing with the teacher.

Required observations and documents:

- A. Classroom Teacher Observation Form(s)
- B. Related Professional Activities Form
- C. Student Growth Measures
  - a. Academic Index
  - b. Evidence of Student Learning Objective attainment as maintained and presented by teacher

May also include the following documentations:

- A. Informal Classroom Observation Form(s)
- B. Professional Improvement Plan
- C. Narrative Record Form(s)
- D. Teacher Comment Form(s)

### II. Rating

The evaluators are the principal, assistant principal, instructional coordinator, program facilitator or an administrator designated by the Executive Director. These evaluators shall rate the educator's performance in each domain using the following scale:

- |                             |   |
|-----------------------------|---|
| <i>Highly Effective</i>     | - performance exceeds county expectations   |
| <i>Effective</i>            | - performance meets county expectations   |
| <i>Needs Improvement</i>    | - performance that is not consistently effective and requires modification to be acceptable |
| <i>Ineffective</i>          | - performance is not effective and may jeopardize employment status                         |
| <i>Not Applicable (N/A)</i> | - performance area does not pertain to the evaluation                                       |

### III. Comments

Written comments may be added by the evaluator(s) in each of the domains to reinforce, explain, and/or document a specific area. Comments **must** be written for any ratings of *Needs Improvement* or *Ineffective*.

### IV. Overall Performance

The overall performance evaluation of non-tenured and tenured teachers must be rated either *Highly Effective*, *Effective*, or *Ineffective*.

Non-tenured teachers will receive a *Highly Effective*, *Effective*, or *Ineffective* rating for each evaluation period except their initial evaluation period. For the initial evaluation period, a non-tenured teacher may receive a *Needs Improvement* rating. An **overall** rating of *Effective* must be achieved on the final evaluation of the third year in order for the teacher to be recommended for tenure.

Non-tenured teachers will be evaluated two (2) times each year. The first evaluation of the year, most often by December 15, will be based on the Professional Practice domains only.

An *Ineffective* evaluation shall include at least one observation by an individual other than the immediate supervisor.

The following guidelines are to be followed in determining the summative evaluation:

- A. On each respective Evaluation Form, the domain Instructional Strategies (or, Service Delivery for the specialists' documents) will count double weight.
- B. A summary evaluation for domains 1 through 4 will be given based on the point tally derived from the Domain evaluations. (see Summative Evaluation Form)
- C. A summary evaluation for domain 5 will be given based on the point tally derived from the Domain evaluations. (see Summative Evaluation Form)
- D. The final Overall Evaluation will be given based on the following matrix:

		Professional Practices Evaluation Domains 1 through 4		
		Highly Effective	Effective	Ineffective
Student Achievement Evaluation for Domain 5	Highly Effective	<i><b>Highly Effective</b></i>	<i><b>Effective</b></i>	<i><b>Ineffective</b></i>
	Effective	<i><b>Highly Effective</b></i>	<i><b>Effective</b></i>	<i><b>Ineffective</b></i>
	Ineffective	<i><b>Ineffective</b></i>	<i><b>Ineffective</b></i>	<i><b>Ineffective</b></i>

## V. Procedures

- A. The Related Professional Activities Form acknowledges the teacher's participation in any activities throughout the year which should be recorded and brought to the evaluators' attention.
  1. The form will assist in the evaluation of the "Related Professional Responsibilities" performance area.
  2. Comments related to these activities may be added throughout the school year on the Observation Forms, Narrative Record Forms, or other means of communication.
  3. The teacher is responsible for submitting this form to the evaluators by May 1.
  4. The form will be attached to the appropriate evaluation form to be sent to the Office of Human Resources.
- B. The evaluators jointly rate the teacher's performance from data that have been compiled and previously shared in writing with the teacher.
- C. An evaluation conference must be held with the teacher and the principal, or assistant principal, or an administrator designated by the Executive Director. The instructional coordinator, or program facilitator, or an administrator designated by the Executive Director must be present if the teacher's overall rating is evaluated as *Needs Improvement* or *Ineffective*.
- D. At each observation conference, the teacher and evaluator will review current progress toward SLO goal attainment. At the summative evaluation conference, the teacher is responsible for presenting student achievement and goal attainment data.
- E. The teacher shall have the opportunity to read a copy of the evaluation form at the conference prior to the discussion of the evaluation.
- F. The teacher has the right to attach supportive data or clarifying comments to the evaluation form using the Teacher Comment Form.

## **VI. Multi-School Teachers/Multi-Supervised Teachers**

- A. Evaluations of teachers assigned to more than one school will be completed by their home-school principal, assistant principal, instructional coordinator, program facilitator, or an administrator designated by the Executive Director.
- B. All copies of the observations will be compiled for the rating of the teacher's total performance at the home school.
- C. The Academic Index applied to these multi-school teachers will be derived as a prorated value based on the portion of time spent in each assigned building.



## **General Forms Used in the Teacher Evaluation System**

Classroom Teacher Pre-Observation Form

Narrative Record Form

Teacher Comment Form

Informal Classroom Observation Form

Related Professional Activities Form

**CECIL COUNTY PUBLIC SCHOOLS**  
**CLASSROOM TEACHER PRE-OBSERVATION FORM**

Teacher:	Conference Date:	Observation Date:
School:	Grade/Content:	
Tenured <input type="checkbox"/>	Non-Tenured <input type="checkbox"/>	

**DOMAIN 1**  
***Planning and Preparation***

1. What curriculum, outcomes, and/or indicators will be the focus of the lesson?

2. How do you use assessment data to plan for instruction?

**DOMAIN 2**  
***Instructional Strategies***

A. How will you monitor student progress during the lesson?

B. How will you engage students?

**DOMAIN 3**  
***Managing the Classroom/Learning Environment***

A. What processes and routines are used in your classroom to promote a positive learning environment?

**DOMAIN 4**  
***Related Professional Responsibilities***

A. How do you communicate with your students' families?

B. How are you utilizing the professional development provided to support your instruction and what do you feel you still need?

**DOMAIN 5**  
***Student Achievement***

A. What progress have you made toward your SLOs?

Other Discussion Points

**DISTRIBUTION:**

1-Teacher  
2- Principal

Observer's Signature

Title

Observer's Signature

Title

Teacher's Signature\*

Date Pre-Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with pre-observation.

# **CECIL COUNTY PUBLIC SCHOOLS**

## **NARRATIVE RECORD FORM**

Name:	School:
Date:	In reference to:

DISTRIBUTION:
1-Teacher
2-Principal

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Observer's Signature

Title

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Observer's Signature

Title

Teacher's Signature\*

Date Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

**CECIL COUNTY PUBLIC SCHOOLS**  
**TEACHER COMMENT FORM**

Name:	School:
Date:	In reference to:

<b>DISTRIBUTION**</b>
1-Teacher
2-Principal
3-Executive Director

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Teacher's Signature\*

\*\*The teacher is responsible for dissemination of copies to be attached to the original observation.

**CECIL COUNTY PUBLIC SCHOOLS**  
**INFORMAL CLASSROOM OBSERVATION FORM**

Name:	Date:
School:	Class:

\_\_\_\_\_  
Observer's Signature and Title

\_\_\_\_\_  
Observer's Signature and Title

Distribution:  
Teacher  
Principal

## **RELATED PROFESSIONAL ACTIVITIES FORM**

The Related Professional Activities Form provides a record of the teacher's participation in activities which should be brought to the principal's attention. Examples of these may include college and university courses, conferences, committees, special in-school assignments, assemblies, shows, clubs, and other extracurricular activities.

The principal will make the Related Professional Activities Form available to teachers. The principal will specify a date when the form will be submitted annually by the teacher. Forms must be submitted prior to each evaluation conference to be attached to the teacher's evaluation form.

## **CECIL COUNTY PUBLIC SCHOOLS** **RELATED PROFESSIONAL ACTIVITIES FORM**

Name:	School:
School Year:	Date:

This form is used to document contributions that may be used for parts of component 4 of the teacher evaluation and for part of the student growth evaluation.

### **PROFESSIONAL CONTRIBUTION LOG**

Date	Event or Service (e.g., mentoring, conference presentations, committee work, achievements, and other extra-curricular activities)	Contribution

### **PROFESSIONAL DEVELOPMENT LOG**

Date	Event or Service (e.g., workshop attendance, college and university courses, and other professional development activities)	Description

DISTRIBUTION**
1-Teacher 2-Principal

\_\_\_\_\_  
Teacher's Signature

This form must be attached to the Evaluation Form and placed in personnel file.



## PROFESSIONAL IMPROVEMENT PLAN

Staff development is an integral part of the evaluation process. It is suggested that assistance and support will be provided to a struggling teacher as soon as the need is identified. A Professional Improvement Plan (PIP) is designed as a guide for helping the teachers grow professionally. The PIP must be developed with a teacher whose evaluation is determined to be *Needs Improvement*, *Ineffective* or following two or more observations that indicate a need for support. **After consultation with the Executive Director**, the PIP will be developed collaboratively with the teacher and principal, instructional coordinator or assistant principal, program facilitator, or another designated administrator. A date and time for the development of the plan shall be established by the administrator(s), allowing the teacher at least 24 hours to prepare for the development of the plan. The unit member may arrange to have Association representation present at that meeting. The teacher shall be provided with an opportunity to review the plan, reflect on its content, and ask for clarification prior to the plan being finalized. The administrator(s) shall establish the date to finalize the plan. In the event that the collaborating parties are unable to reach consensus on the contents of the Plan, the building administrator will make the final determination.

The Professional Improvement Plan shall contain:

**DOMAIN** - Performance Area(s)

**COMPONENT** - Goal(s) and Objective(s) including timeline for completion

**RESOURCES, ACTIVITIES, AND STRATEGIES**

**REVISED/ADDITIONAL RESOURCES, ACTIVITIES, STRATEGIES** - Follow-up/Modification(s)

### **DOMAIN-Performance Area(s)**

This may be an entire domain or individual components from the observation/evaluation rubrics.

### **COMPONENT-Goal(s) and Objective(s)**

1. Will be collaboratively developed by teacher and principal and may also include other appropriate administrators.
2. Will specify timeline or projected date for meeting goal, which may include time of next observation and meeting.

### **RESOURCES, ACTIVITIES, STRATEGIES, DOCUMENTATION, PERSON(S) RESPONSIBLE, TIMELINES**

1. Will be collaboratively developed by teacher and principal and may also include other appropriate administrators.
2. Will specify the activities/materials to be used, and the role and the responsibilities of each person: teacher, administrator, and instructional coordinator or program facilitator.
3. Will identify the documentation that will substantiate the completion of the activity.
4. Will state the professional assistance and direction to be provided for teacher.
5. Will list the resources, strategies, and activities to be used.
6. Will indicate the timeline for initiating and completing activities.

### **REVISED/ADDITIONAL RESOURCES, ACTIVITIES, STRATEGIES - Follow-up/Modification(s)**

1. PIP's should be reviewed by the teacher and principal in the time frame agreed to at the development of the PIP.
2. Signatures of all participants in the review conference(s) should be obtained for each revision and a copy of the revised document(s) provided to the teacher.
3. The results of the improvement plan should be included in the next evaluation.
4. If a rating of Ineffective occurs in a subsequent observation or evaluation within a year, then a Professional Improvement Plan will be developed, or the present one will be modified or continued.
5. All individuals identified in the Professional Improvement Plan will document their participation and will be held accountable for the implementation of the plan.

# CECIL COUNTY PUBLIC SCHOOLS **PROFESSIONAL IMPROVEMENT PLAN**

Teacher's Name:

Assignment:

School:

School Year:

EXPECTED DATE RANGE OF PLAN:

Today's Date:

DOMAIN (Performance Areas)

COMPONENT (Goal)			
Success Criteria:	<input type="checkbox"/> <b>Successfully Achieved</b> <b>Date:</b>		
<b>RESOURCES, ACTIVITIES, STRATEGIES</b>	<i>Documentation</i>	<i>Person(s) Responsible</i>	<i>Date Range of Activities Completed</i>
<b>REVISED/ADDITIONAL RESOURCES, ACTIVITIES, STRATEGIES</b> <i>Date:</i>	<i>Documentation</i>	<i>Person(s) Responsible</i>	<i>Date Range of Activities Completed</i>
<b>REVISED/ADDITIONAL RESOURCES, ACTIVITIES, STRATEGIES</b> <i>Date:</i>	<i>Documentation</i>	<i>Person(s) Responsible</i>	<i>Date Range of Activities Completed</i>

COMPONENT (Goal)	
Success Criteria:	<input type="checkbox"/> <b>Successfully Achieved</b> <b>Date:</b>

<b>RESOURCES, ACTIVITIES, STRATEGIES</b>	<i>Documentation</i>	<i>Person(s) Responsible</i>	<i>Date Range of Activities Completed</i>
<b>REVISED/ADDITIONAL RESOURCES, ACTIVITIES, STRATEGIES</b> <i>Date:</i>	<i>Documentation</i>	<i>Person(s) Responsible</i>	<i>Date Range of Activities Completed</i>
<b>REVISED/ADDITIONAL RESOURCES, ACTIVITIES, STRATEGIES</b> <i>Date:</i>	<i>Documentation</i>	<i>Person(s) Responsible</i>	<i>Date Range of Activities Completed</i>

<b>COMPONENT (Goal)</b>			
<b>Success Criteria:</b>		<input type="checkbox"/> <b>Successfully Achieved</b> <b>Date:</b>	
<b>RESOURCES, ACTIVITIES, STRATEGIES</b>	<i>Documentation</i>	<i>Person(s) Responsible</i>	<i>Date Range of Activities Completed</i>
<b>REVISED/ADDITIONAL RESOURCES, ACTIVITIES, STRATEGIES</b> <i>Date:</i>	<i>Documentation</i>	<i>Person(s) Responsible</i>	<i>Date Range of Activities Completed</i>
<b>REVISED/ADDITIONAL RESOURCES, ACTIVITIES, STRATEGIES</b> <i>Date:</i>	<i>Documentation</i>	<i>Person(s) Responsible</i>	<i>Date Range of Activities Completed</i>

<b>DISTRIBUTION:</b>
1-Teacher
2-Executive Director
3-Principal
4-Instructional Coordinator or Program Facilitator

	Date
Principal's Signature	
	Date
Instructional Coordinator or Program Facilitator's Signature	
	Date
Teacher's Signature	

## **APPEAL OF AN EVALUATION**

In the event of an overall rating of *Ineffective*, the school system shall, at a minimum, provide individuals with a meaningful appeal in accordance with Education Article, Section 4-205(c)(4), Annotated Code of Maryland.

If an observation report is a component of an *Ineffective* evaluation, the observation report may be appealed along with the *Ineffective* evaluation.

The burden of proof is on the teacher appealing an overall rating of *Ineffective*.

**LEGAL REFERENCE:** ANNOTATED CODE OF MARYLAND--EDUCATION: 4-205, 6-103

**HISTORY:** ADOPTED, AUGUST 14, 1989; AMENDED, SEPTEMBER 10, 1990; AMENDED, AUGUST 9, 1993; AMENDED, JULY 10, 1995; REVIEWED, 1996; AMENDED, JUNE 9, 1997; AMENDED, JULY, 1998; AMENDED, NOVEMBER 9, 1998; AMENDED, JUNE 14, 1999; AMENDED, JUNE, 2003; AMENDED, JULY, 2005; PILOT, AUGUST 2012

# **APPENDICES**

## **SPECIALIZED OBSERVATION AND EVALUATION DOCUMENTS**

<b>RUBRICS</b>
<b>OBSERVATION FORMS</b>
<b>EVALUATION FORMS</b>

**CLASSROOM TEACHER**

**RELATED SERVICES PROVIDER**

**SCHOOL COUNSELOR**

**BUILDING COORDINATOR**

**INSTRUCTIONAL COACHES, RESOURCE TEACHER**

**MEDIA SPECIALIST**

**SCHOOL PSYCHOLOGIST**

**LOCAL SUPPORT TEACHER**

Planning and Preparation			CLASSROOM TEACHER
<b>1. Focuses lesson on curriculum outcomes/indicators</b>			
The teacher selects learning outcomes for each day's lessons that align with county and state curriculum guidance and are appropriate for the current learning needs of the students.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Objective is aligned to the grade level curriculum or IEP goals and represents learning in the given and related disciplines.</li> <li>The sequence of learning objectives is evident within given and related disciplines.</li> <li>The objective is assessable as written.</li> </ul> <p><i>By contract: Plans specify outcomes, activities, and assessment criteria for this day, the previous day, and following day. Art. VI.16</i></p>	<ul style="list-style-type: none"> <li>Objective is aligned to the grade level curriculum or IEP goals.</li> <li>The sequence of learning objectives is evident across multiple lessons within the disciplines.</li> <li>The objective is assessable as written.</li> </ul> <p><i>By contract: Plans specify outcomes, activities, and assessment criteria for this day, the previous day, and following day. Art. VI.16</i></p>	<ul style="list-style-type: none"> <li>There is an objective, but it is not aligned to the grade level/content curriculum or IEP goals.</li> <li>The sequence of learning is not evident across multiple lessons.</li> <li>The objective is not assessable.</li> <li>Today's lesson does not meet contractual criteria. Art. VI.16</li> </ul>	<ul style="list-style-type: none"> <li>The objective is not relevant to the grade level curriculum.</li> <li>Objective is not assessable.</li> <li>There is no objective listed for the lesson – or the objective is simply an activity.</li> <li>There is a pattern or repeated incidences of not meeting contractual criteria. Art. VI.16</li> </ul>

Planning and Preparation		CLASSROOM TEACHER	
2. Utilizes student assessments congruent with learning outcomes			
The teacher has clear assessment criteria identified to evaluate student achievement of the intended outcomes. These assessments, both formal and informal, help the teacher monitor student learning through the course of instruction and at various checkpoints, such as at the end of the lesson, week, or unit.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Assessment results are used and adapted for individualized instruction.</li><li>All assessments are aligned with instructional outcomes in both process and content.</li><li>Assessment criteria and standards are clear and include student use of assessment information, as well as teacher’s use.</li></ul> <p><i>By contract: Plans specify outcomes, activities, and assessment criteria for this day, the previous day and following day. Art. VI.16</i></p>	<ul style="list-style-type: none"><li>Assessment results are used effectively to plan for future instruction.</li><li>Most assessments are aligned with outcomes in both process and content.</li><li>Assessment criteria and standards are clear.</li></ul> <p><i>By contract: Plans specify outcomes, activities, and assessment criteria for this day, the previous day and following day. Art. VI.16</i></p>	<ul style="list-style-type: none"><li>Use of assessment results is rudimentary.</li><li>Some assessments are aligned with outcomes in process or content.</li><li>Assessment criteria and standards have been developed but are not clear.</li><li>Today’s lesson does not meet contractual criteria. Art. VI-16</li></ul>	<ul style="list-style-type: none"><li>Assessment results are not used.</li><li>No assessments are aligned with outcomes in either process or content.</li><li>There are no criteria or standards for assessments.</li><li>There is a pattern or repeated incidence of not meeting contractual criteria. Art VI-16</li></ul>

Planning and Preparation		CLASSROOM TEACHER	
3. Designs coherent instruction with appropriate pace and sequence of the lesson			
The teacher has selected and sequenced lesson activities to utilize the available time effectively. The structure of the lesson allows for students to move through levels of complexity and depth of knowledge toward acquisition of the lesson’s outcomes.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>• The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs.</li><li>• The progression of activities is highly coherent.</li><li>• The teacher coordinates knowledge of content and of resources to design learning activities aligned to instructional outcomes, differentiated where appropriate.</li></ul>	<ul style="list-style-type: none"><li>• The lesson or unit has a clearly defined structure around which activities are organized.</li><li>• Activities progress sequentially with reasonable time allocations.</li><li>• The teacher designs learning activities and selects resources suitable and aligned to instructional outcomes.</li></ul> <p><i>By contract: Plans will show evidence of long range planning and shall be available for previous day, this day, and next day’s lessons. Art. VI 16</i></p>	<ul style="list-style-type: none"><li>• The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout.</li><li>• The progression of activities is uneven, with most time allocations reasonable.</li><li>• The connection between the learning activities and the instructional outcome/ indicators is limited and/or the resources do not support learning.</li></ul>	<ul style="list-style-type: none"><li>• The lesson or unit has no clearly defined structure, or the structure is chaotic.</li><li>• Activities do not follow an organized progression, and time allocations are unrealistic.</li><li>• The experiences and resources are suitable for only some students.</li></ul>



Planning and Preparation		CLASSROOM TEACHER	
4. Demonstrates understanding of student interests, background, and needs			
The teacher demonstrates an understanding of the unique learning needs, styles, interests, and prior knowledge of the students in the class in order to plan effective instruction. This is demonstrated in selecting materials, designing activities, and adjusting strategies to meet differentiated needs of the students.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Teacher displays accurate understanding of the typical developmental characteristics of the age group and exceptions to the general patterns, and the knowledge of the extent to which individual students follow the general patterns.</li><li>Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.</li><li>Teacher displays understanding of individual students' skills, knowledge, and language proficiency, and has a strategy for maintaining such information.</li><li>Teacher recognizes the value of understanding students' interests and cultural heritage</li></ul>	<ul style="list-style-type: none"><li>Teacher displays accurate understanding of the typical developmental characteristics of the age group as well as exceptions to the general patterns.</li><li>Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.</li><li>Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.</li><li>Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.</li><li>Teacher is aware of students' special learning and medical</li></ul>	<ul style="list-style-type: none"><li>Teacher displays partial understanding of the developmental characteristics of the age group.</li><li>Teacher recognizes the value of knowing how students learn, but this knowledge is limited, outdated, or not utilized.</li><li>Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.</li><li>Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.</li><li>Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such</li></ul>	<ul style="list-style-type: none"><li>Teacher displays little or no understanding of the developmental characteristics of the age group.</li><li>Teacher sees no value in understanding how students learn and does not seek such information.</li><li>Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency, and does not indicate that such knowledge is valuable.</li><li>Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.</li><li>Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important. The teacher does not</li></ul>

<p>and displays this knowledge for individual students.</p> <ul style="list-style-type: none"> <li>Teacher is aware of information about each student's learning and medical needs. This information is used to create instruction tailored to meet individual needs.</li> </ul>	<p>needs. This information is used to create instruction tailored to meet the needs of a group of students.</p>	<p>knowledge may be incomplete or inaccurate. This knowledge is used in an attempt to meet student needs but is unsuccessful at addressing the need.</p>	<p>attempt to meet the specific needs of students.</p>
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Planning and Preparation			CLASSROOM TEACHER
5. Demonstrates knowledge of content to plan appropriate instruction			
The teacher has a thorough command of a subject's content, principles, and methods of inquiry to guide students through ascending levels of understanding and mastery. The students' prior knowledge of enabling content, the demands of subsequent content, and authentic application of the knowledge guide the teacher's lesson design.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.</li> <li>Teacher's plans and preparation reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.</li> <li>Teacher's plans and preparation reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</li> <li>Teacher's plans and preparation reflect accurate understanding of prerequisite relationships among topics and concepts.</li> <li>Teacher's plans and preparation reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.</li> <li>Teacher's plans and preparation indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</li> <li>Teacher's plans and preparation reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.</li> </ul>	<ul style="list-style-type: none"> <li>In planning and preparation, teacher makes content errors or is not prepared to address existing misunderstanding by students.</li> <li>Teacher's plans and preparation display little or no understanding of prerequisite relationships important to student learning of the content.</li> <li>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</li> </ul>

Instructional Strategies			CLASSROOM TEACHER
<b>1. Engages students in learning activities</b> The teacher selects learning experiences designed to get students actively, intellectually involved with the content or active construction of understanding. This engagement can be enhanced with appropriate materials, purposeful grouping of students, and the use of interactive lesson structures.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>All students are cognitively engaged in exploring content.</li> <li>Instructional grouping is productive and appropriate to the students and enhances student learning and the instructional purposes for the lesson. Students self-monitor the productivity of the group and initiate adjustments as needed.</li> <li>Peer interaction occurred appropriately and successfully. Student interaction reflects a collaborative effort towards understanding the outcome.</li> <li>The lesson's activities have a highly coherent structure, is appropriately paced and allows for student reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Most students are cognitively engaged in exploring content.</li> <li>Instructional grouping is productive and appropriate to the students or to the instructional purposes of the lesson's activities.</li> <li>Peer interaction occurred appropriately and successfully.</li> <li>The lesson's activities have a clearly defined structure and the pacing is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Some students are cognitively engaged in exploring content.</li> <li>Instructional grouping is only partially appropriate to the students or only moderately successful in advancing the instructions outcomes of the lesson's activities.</li> <li>Peer interaction occurred sporadically and/or without appropriate student learning occurring.</li> <li>The lesson's activities has recognizable structure although it is not uniformly maintained and the pacing is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Very few/no students are cognitively engaged in exploring content.</li> <li>Instructional grouping is inappropriate for the students or for the instructional outcomes.</li> <li>No opportunities were provided for peer interaction.</li> <li>The lesson's activities has no structure and is poorly paced.</li> </ul>
<b>Consideration for Virtual Lessons</b> <ul style="list-style-type: none"> <li>All students are cognitively engaged in</li> </ul>	<b>Consideration for Virtual Lessons</b> <ul style="list-style-type: none"> <li>Most students are cognitively engaged in</li> </ul>	<b>Consideration for Virtual Lessons</b> <ul style="list-style-type: none"> <li>Some students are cognitively engaged in</li> </ul>	<b>Consideration for Virtual Lessons</b> <ul style="list-style-type: none"> <li>Very few/no students are cognitively engaged in exploring content. The</li> </ul>

exploring content through the use of breakout groups, discussion boards, chats, polls, quiz tools, Google Suite, etc.	exploring content through the use of breakout groups, discussion boards, chats, polls, quiz tools, Google Suite, etc.	exploring content. The teacher makes limited use of breakout groups, discussion boards, chats, polls, quiz tools, Google Suite, etc.	teacher makes no use of breakout groups, discussion boards, chats, polls, quiz tools, Google Suite, etc.
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Instructional Strategies			CLASSROOM TEACHER
<b>2. Uses effective questioning and discussion techniques</b>			
The teacher poses high level questions forcing students to make connections, draw conclusions, and form hypotheses about the content of the lesson. Discussion prompts allow for critical thinking and participation by students exchanging ideas and questions in an analysis of the lesson topics.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Teacher's questions are scaffolded to a high level of thinking and are culturally and developmentally appropriate leading to meaningful dialogue.</li> <li>Through effective questioning/discussion techniques all students are engaged.</li> <li>Adequate time is provided for students to reflect and respond to teacher and classmates' prompts and comments.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's questions call for a high level of thinking and are culturally and developmentally appropriate, and invite a thoughtful response.</li> <li>Through effective questioning/discussion techniques most students are engaged.</li> <li>Adequate time is provided for students to respond to teacher prompts.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's questions are a mostly low and some high level of thinking which are asked in rapid succession, and do not promote dialogue.</li> <li>Through inconsistently effective questioning/discussion techniques, some students are engaged.</li> <li>Questions are asked in rapid succession with insufficient wait time.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's questions are mostly low level of thinking with low cognitive challenge and single correct responses.</li> <li>Through ineffective questioning/discussion techniques, few students are engaged.</li> <li>No wait time is given for students to respond.</li> </ul>

Instructional Strategies		CLASSROOM TEACHER	
3. Monitors student learning throughout lesson			
The teacher understands what the students know before, during, and after instruction for the purposes of adjusting instruction in the current lesson and planning subsequent lessons through formative assessments such as pretesting or end of lesson assessments, the teacher gathers valuable information to guide the pace and direction of the lesson or unit.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Students are fully aware of the criteria and learning goals by which their work will be evaluated, and the expectation/criteria has been modeled.</li><li>Teacher actively and systematically elicits diagnostic information from individual student’s formative and/or summative assessments regarding their understanding.</li><li>Teacher’s feedback to students is timely and of consistently high quality and provides students with methods with which to use feedback.</li><li>Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.</li></ul>	<ul style="list-style-type: none"><li>Students are fully aware of the criteria and learning goals by which their work will be evaluated.</li><li>Teacher monitors the progress of groups of students through formative and/or summative assessments, making limited use of diagnostic information.</li><li>Teacher’s feedback to students is timely and of consistently high quality.</li><li>Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.</li></ul>	<ul style="list-style-type: none"><li>Students know some of the criteria and learning goals by which their work will be evaluated.</li><li>Teacher monitors the progress of the class as a whole but elicits no diagnostic information.</li><li>Teacher’s feedback to students is uneven, and its timeliness is inconsistent.</li><li>Students occasionally assess the quality of their own work against the assessment criteria and performance standards.</li></ul>	<ul style="list-style-type: none"><li>Students are not aware of the criteria and learning goals by which their work will be evaluated.</li><li>Teacher does not monitor student learning.</li><li>Teacher’s feedback to students is of poor quality and not provided in a timely manner.</li><li>Students do not engage in self-assessment or monitoring of progress.</li></ul>

<p><b>Consideration for Virtual Lessons</b></p> <ul style="list-style-type: none"> <li>Teacher actively and systematically elicits diagnostic information from individual student's regarding their understanding through the use of Every Pupil Responses/Virtual Reactions, Polls, Breakout Rooms, Collaborative Documents and Resources, Camera, Microphone, Chat, or other appropriate digital monitoring tools.</li> </ul>	<p><b>Consideration for Virtual Lessons</b></p> <ul style="list-style-type: none"> <li>Teacher monitors the progress of groups of students through the use of Every Pupil Responses/Virtual Reactions, Polls, Breakout Rooms, Collaborative Documents and Resources, Camera, Microphone, Chat, or other appropriate digital monitoring tools making limited use of diagnostic information.</li> </ul>	<p><b>Consideration for Virtual Lessons</b></p> <ul style="list-style-type: none"> <li>Teacher monitors the progress of the class as a whole through the use of Every Pupil Responses/Virtual Reactions, Polls, Breakout Rooms, Collaborative Documents and Resources, Camera, Microphone, Chat, or other appropriate digital monitoring tools but elicits no diagnostic information.</li> </ul>	<p><b>Consideration for Virtual Lesson</b></p> <ul style="list-style-type: none"> <li>Teacher does not monitor student learning.</li> </ul>
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Instructional Strategies			CLASSROOM TEACHER
<b>4. Demonstrates accurate content knowledge</b>			
The teacher demonstrates an accurate understanding of the content required to teach the lesson. This knowledge allows the teacher to make connections to real life applications and/or other contexts where the skill or information can be made clear to the students.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>The teacher demonstrates command of the subject matter, and explanations are imaginative and connect with students' knowledge and experience.</li> <li>The vocabulary is developmentally appropriate for both content and grade level and provides enhancement opportunities for students.</li> <li>The teacher provides information from a bias-free, multicultural perspective acknowledging differences among cultures.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher demonstrates command of the subject matter and explanation are clear and accurate.</li> <li>The vocabulary is developmentally appropriate for both content and grade level.</li> <li>The teacher provides information from a bias-free, multicultural perspective.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher demonstrates surface level and uneven knowledge of the subject matter.</li> <li>The vocabulary is appropriate for content but not grade level.</li> <li>The teacher provides information that contains some biases or reflects cultural insensitivities.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's knowledge of the content is unclear, inaccurate, or confusing. Explanations may contain inappropriate language for content/grade level.</li> <li>The vocabulary is not appropriate for both content and grade level.</li> <li>The teacher provides information that is biased and not culturally sensitive.</li> </ul>

Instructional Strategies		CLASSROOM TEACHER	
5. Communicates clearly and accurately with students			
Verbal and written communication is clear and appropriate to students’ ages, backgrounds, and levels of understanding.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>• Learning outcomes are communicated clearly to students at the introduction and conclusion of the lesson.</li><li>• Expectations for learning, directions, procedures, and explanations of content are consistently clear to students.</li><li>• The teacher’s use of oral and written language is clear, extends students’ vocabularies, is appropriate to students’ cultures and levels of development, and anticipates possible student misconceptions.</li><li>• The teacher’s oral and written language is professional and appropriate to the lesson.</li></ul>	<ul style="list-style-type: none"><li>• Learning outcomes are communicated to students at the introduction of the lesson.</li><li>• Expectations for learning, directions, procedures, and explanations of content are clear to students.</li><li>• The teacher’s use of oral and written language is appropriate, relevant, and respectful to students’ diverse cultures and levels of development.</li><li>• The teacher’s oral and written language is clear and correct.</li></ul>	<ul style="list-style-type: none"><li>• Learning outcomes are not made clear to students.</li><li>• Expectations for learning, directions, procedures, and explanations of content are clarified after confusion.</li><li>• The teacher’s use of oral and/or written language may not be completely appropriate, relevant, or respectful to students’ diverse cultures or levels of development.</li><li>• The teacher’s oral and written language is occasionally inaudible or illegible.</li></ul>	<ul style="list-style-type: none"><li>• Learning outcomes are not made clear to students.</li><li>• Expectations for learning, directions, procedures, and explanations of content are unclear or confusing to students.</li><li>• The teacher’s use of language is inconsistent or inappropriate to students’ diverse cultures and/or levels of development.</li><li>• The teacher’s oral and written language is inaudible or illegible.</li></ul>

Instructional Strategies			CLASSROOM TEACHER
<b>6. Demonstrates flexibility and responsiveness</b>			
The teacher demonstrates responsiveness to students' learning and performance by knowing alternative ways to present information or to practice skills Teachers demonstrate flexibility when they are able to adjust their lesson to adapt to spontaneous learning opportunities that may occur in the course of a lesson.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.</li> <li>When needed, teacher successfully makes a major adjustment to a lesson.</li> <li>No adjustments were necessary during the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</li> <li>Teacher successfully accommodates students' questions or interests.</li> <li>Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.</li> <li>Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.</li> <li>Teacher attempts to adjust a lesson when needed, with only partially successful results.</li> </ul>	<ul style="list-style-type: none"> <li>When a student has difficulty learning, the teacher does not use alternative approaches to help.</li> <li>Teacher ignores or brushes aside students' questions or interests.</li> <li>Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.</li> </ul>

Managing the Classroom/Learning Environment			CLASSROOM TEACHER
<b>1. Creates an environment of respect and rapport</b>			
The teacher sets the tone of the classroom by treating each student with dignity and communicating a sense of caring and belonging for each student. Positive interactions occur between teacher and students as well as among students, allowing candid class discussions in which students are able to take intellectual risks.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Teacher-student interactions are caring and respectful and appropriate to students' culture and development. Students appear to trust the teacher as seen in taking intellectual risks.</li> <li>Students take responsibility for upholding a positive classroom environment.</li> <li>Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are caring and respectful and appropriate to students' culture and development.</li> <li>Teacher encourages polite and respectful student interactions.</li> <li>Student interactions are generally polite and respectful.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are generally appropriate and free from conflict, but may indicate inconsistent application of expectations.</li> <li>There may be occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences.</li> <li>Students do not consistently demonstrate respect for one another.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are negative, inappropriate and insensitive.</li> <li>Student interactions are characterized by conflict, sarcasm, or insults and the teacher makes no attempt to address.</li> </ul>

Managing the Classroom/Learning Environment			CLASSROOM TEACHER
<b>2. Establishes culture for learning</b>			
The teacher sets high expectations for the instructional outcomes of the class and conveys confidence in each student's ability to learn and succeed. Students are encouraged to persevere through difficult learning tasks with an appropriate level of scaffolded assistance.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Teacher demonstrates interest and excitement in the content, successfully creating curiosity and motivation for learning.</li> <li>Expectations are high for student achievement, accompanied by demonstrated belief that students can and will master the information. Students appear to have internalized these expectations by persevering through challenges.</li> <li>The teacher requires students to demonstrate attention to detail and take pride in their work, putting forth obvious effort to revise and improve their work before sharing.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher demonstrates enthusiasm for the lesson content and is able to articulate to students why the information is valuable to subsequent lessons or in real life settings.</li> <li>Expectations are generally high for students and the teacher makes the information or outcomes accessible to students with additional support.</li> <li>The teacher encourages students to put forth a genuine strong effort on the assigned tasks, showing pride in the final product.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates a sense of importance of the lesson content, but with little apparent conviction and only minimal or temporary buy in from students.</li> <li>Expectations are generally low for students, as reflected in low level questioning or limited exploration of the lesson extensions.</li> <li>The teacher accepts minimal effort from students and/or work at the substantial level.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher communicates a negative attitude toward the curriculum, suggesting or stating that it is not important, mandated by others, etc.</li> <li>The teacher conveys low expectations for the students' ability or need to learn.</li> <li>The teacher accepts no effort or attempt on the part of students.</li> </ul>

Managing the Classroom/Learning Environment			CLASSROOM TEACHER
<b>3. Establishes, communicates, and maintains rules and procedures</b>			
The teacher announces, teaches, and reinforces the behavioral expectations of the classroom. This allows students to move appropriately and efficiently through lesson transitions. The classroom expectations are consistent, predictable, and age appropriate.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Independent and small group work is well organized and students are productively engaged at all times, with students assuming responsibility for their productivity.</li> <li>Transitions are seamless as students self-adjust to new lesson demands.</li> <li>Routines for handling materials and supplies yield smooth operations with no teacher direction.</li> <li>Processes/routines for performing non-instructional duties are well established with students assuming responsibility for many functions.</li> </ul>	<ul style="list-style-type: none"> <li>Independent and small group work is organized and students are productively engaged most of the time without requiring much direct supervision by the teacher.</li> <li>Transitions occur smoothly with minimal loss of instruction time.</li> <li>Routines for handling materials and supplies occur smoothly with minimal teacher direction.</li> <li>Processes/routines for performing non-instructional duties are well established and occur smoothly with minimal teacher direction or loss of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Independent and small group work is disorganized and teacher does not effectively address or redirect off task behaviors.</li> <li>Transitions require significant teacher direction and may result in loss of instruction time.</li> <li>Routines for handling materials and supplies occur with overt and recurring direction by the teacher.</li> <li>Processes/routines for performing non-instructional duties are not yet fully established and occur with frequent teacher direction and noticeable loss of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Students are non-compliant or minimally engaged while directly working with teacher. Off task behavior is not addressed.</li> <li>Transitions do not occur smoothly and result in significant loss of instruction time.</li> <li>Routines for handling materials and supplies are not defined and require overt, recurring direction by the teacher.</li> <li>Significant instructional time is lost performing non-instructional duties.</li> </ul>
<b>Consideration for Virtual Lessons</b> <ul style="list-style-type: none"> <li>Teacher provides clear expectations for online etiquette with students assuming</li> </ul>	<b>Consideration for Virtual Lessons</b> <ul style="list-style-type: none"> <li>Teacher provides clear expectations for online etiquette.</li> </ul>	<b>Consideration for Virtual Lessons</b> <ul style="list-style-type: none"> <li>Teacher provides limited guidance to students for online etiquette.</li> </ul>	<b>Consideration for Virtual Lessons</b> <ul style="list-style-type: none"> <li>Teacher does not provide guidance to students for online etiquette.</li> </ul>

responsibility for meeting those expectations and monitoring interactions.			
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Managing the Classroom/Learning Environment			CLASSROOM TEACHER
<b>4. Manages student behavior</b>			
Based upon the classroom expectations, the teacher has processes in place to reinforce the desired behaviors. When student behaviors disrupt the learning atmosphere, the teacher responds quickly and appropriately to end the disruption and to restore the positive learning climate.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Standards of conduct are clear to all students and are modeled by students.</li> <li>Monitoring by teacher is subtle and intended to prevent disruption. Students monitor their own and/or their peers' behavior, correcting one another respectfully.</li> <li>Teacher response to misbehavior is appropriate, <b>successful</b> and sensitive to each student's individual needs.</li> <li>Students' behaviors are entirely appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct are clear to all students.</li> <li>Teacher is attentive to student behavior at all times.</li> <li>Teacher responds to misbehavior appropriately and successfully, and respects the student's dignity.</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct have not been consistently established and only few students seem to understand them.</li> <li>Teacher is generally aware of student behavior, but may miss the activities of some students.</li> <li>Teacher attempts to respond to student misbehavior, but with inconsistent results.</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct do not appear to have been established or students are confused as to what the standards are.</li> <li>Student behavior is not monitored, and teacher is unaware of what the students are doing.</li> <li>Teacher does not respond to misbehavior or the response is inconsistent, is overly repressive, or does not respect the student's dignity.</li> </ul>



**5. Organizes classroom for safety and instructional effectiveness**

The teacher arranges the learning space to allow for safety, efficient movement, and effective instruction. The classroom design supports the student learning activities and interactions the teacher has designed for the lesson. Classroom resources and instructional equipment are accessible for use during the lesson as needed.

*Virtual Teacher Considerations: The teacher organizes the LMS (Schoology) to facilitate effective instruction. The virtual classroom and lesson design supports student learning activities and interactions the teacher has created for the lesson. Virtual resources are accessible for use during the lesson as needed.*

Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Teacher and students take responsibility for maintaining the safety of the classroom.</li> <li>Teacher and students themselves ensure that all learning is equally accessible to all students.</li> <li>Both teacher and students use physical resources easily and skillfully and students adjust the furniture to advance their learning.</li> </ul> <p><b>Consideration for Virtual Lessons</b></p> <ul style="list-style-type: none"> <li>All graded assignments and assessments are clearly posted in one central location in the Learning Management System in addition to being</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is safe.</li> <li>Learning is equally accessible to all students.</li> <li>Teacher uses physical resources skillfully and the furniture arrangement is a resource for learning activities.</li> </ul> <p><b>Consideration for Virtual Lessons</b></p> <ul style="list-style-type: none"> <li>All graded assignments and assessments are posted in the Learning Management System.</li> <li>Core instructional activities are posted in</li> </ul>	<ul style="list-style-type: none"> <li>There are minor safety concerns in the classroom that warrant attention.</li> <li>Learning is not accessible to some students.</li> <li>Teacher uses physical resources inefficiently. The arrangement of furniture is inappropriate for the lesson.</li> </ul> <p><b>Consideration for Virtual Lessons</b></p> <ul style="list-style-type: none"> <li>Some graded assignments and assessments are posted in the Learning Management System.</li> <li>Core instructional activities are inconsistently posted in</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is unsafe or identified safety concerns have not been addressed.</li> <li>Learning is not accessible to students.</li> <li>The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.</li> </ul> <p><b>Consideration for Virtual Lessons</b></p> <ul style="list-style-type: none"> <li>Graded assignments and assessments are not posted in the Learning Management System.</li> <li>Core instructional activities are not posted in the</li> </ul>

<p><i>included in the day's folder.</i></p> <ul style="list-style-type: none"> <li><i>Core instructional activities that include outcomes, activities, links, and assessments are clearly posted by day in the Learning Management System.</i></li> <li><i>Both teacher and students use digital tools and resources skillfully to advance learning.</i></li> </ul>	<p><i>the Learning Management System.</i></p> <ul style="list-style-type: none"> <li><i>Teacher uses digital resources skillfully.</i></li> </ul>	<p><i>the Learning Management System.</i></p> <ul style="list-style-type: none"> <li><i>Teacher uses digital resources inefficiently.</i></li> </ul>	<p><i>Learning Management System.</i></p> <ul style="list-style-type: none"> <li><i>Teacher makes limited to no use of digital resources.</i></li> </ul>
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Related Professional Responsibilities			CLASSROOM TEACHER
<b>1. Maintains accurate and timely records [addressed during summative evaluations]</b>			
The teacher assesses student products and provides clear feedback to the learner while posting sufficient grades in the quantity and schedule required by district grading policies. Attendance and other record collection tasks are completed accurately and on established timelines.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Grades are recorded within the established timeline of the grading and reporting policy. The teacher includes systemic methods for engaging students in monitoring their own learning and progress.</li> <li>Ample grades are collected from student work from a variety of tasks consistent with unit learning outcomes. The teacher includes systemic methods for engaging students in monitoring their own learning and progress.</li> <li>Daily attendance is posted accurately and on time as requested by building administrators. Discrepancies are resolved in a timely manner.</li> <li>Student progress on IEP and other individual monitoring plans is updated regularly and accurately.</li> <li>Individual progress is displayed graphically to show movement toward student goals.</li> </ul>	<ul style="list-style-type: none"> <li>Grades are recorded within the established timeline of the grading and reporting policy.</li> <li>Ample grades are collected from student work from a variety of tasks consistent with unit learning outcomes.</li> <li>Daily attendance is posted accurately on time as requested by building administrators. Discrepancies are resolved.</li> <li>Student progress on IEP and other individual monitoring plans is updated regularly and accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Grades are not recorded in a timely manner to fulfill grading and reporting policy.</li> <li>Grades do not meet minimum number.</li> <li>Daily attendance is posted but may include errors. Absences may go unnoticed or unaddressed.</li> <li>Student progress on IEP and other personalized plans is infrequently updated or may be incomplete.</li> </ul>	<ul style="list-style-type: none"> <li>Grades are not recorded in a timely manner to fulfill grading and reporting policy resulting in detriment to students.</li> <li>Insufficient grades are recorded to provide feedback to students or parents and may be entered at the last available days of the term. -</li> <li>Daily attendance records are inaccurate or regularly posted late.</li> <li>Student progress on IEP or other personalized learning/ behavior plans is not recorded in the specified timeframe.</li> </ul>

Related Professional Responsibilities		CLASSROOM TEACHER	
2. Demonstrates professional growth and development [addressed during summative evaluations]			
The teacher participates in professional development opportunities provided by the school or district and independently pursues additional learning opportunities related to the content or processes of teaching. Together with peers in a professional learning community, the teacher both seeks information and contributes to the knowledge of others.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Actively seeks and participates in multiple opportunities to learn new content, embrace new technologies, attempt new strategies.</li><li>Demonstrates leadership in forming/ maintaining a peer-facilitated, professional learning community.</li><li>Participates in professional development beyond the required certification criteria.</li></ul>	<ul style="list-style-type: none"><li>Participates in required learning opportunities to learn new content, embrace new technologies and attempt new strategies.</li><li>Attends and fully participates in peer-facilitated professional learning community sessions.</li><li>Maintains current certification within timelines required by MSDE.</li></ul>	<ul style="list-style-type: none"><li>Avoids participation in required learning opportunities, or minimally attends without personal engagement.</li><li>Does not contribute to peer-facilitated professional learning community efforts, even when time is provided during the workday.</li><li>Ongoing certification is in jeopardy in the absence of required coursework or related activities.</li></ul>	<ul style="list-style-type: none"><li>Does not participate in required learning opportunities.</li><li>Takes leave during county or school professional development days.</li><li>Allows certification to lapse.</li></ul>

Related Professional Responsibilities			CLASSROOM TEACHER
<b>3. Communicates effectively with families [addressed during summative evaluations]</b>			
The teacher is both proactive in providing information to families and responsive to families' request for information. Phone calls, e-mails, newsletters, websites and/or personal notes provide vehicles for engaging family members in the students' learning.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Promptly responds to family contacts and questions.</li> <li>Initiates multiple contacts with families to communicate positive news as well as to discuss learning or behavior issues.</li> <li>Maintains well written, regular, updated communications.</li> <li>Manages each communication opportunity to create and maintain positive relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to family requests for information.</li> <li>Initiates contact with parents to discuss learning problems or behavioral concerns.</li> <li>Teacher has a process for sharing classroom learning targets, strategies, and special events.</li> <li>Maintains positive communications and working relationships with families.</li> </ul>	<ul style="list-style-type: none"> <li>Makes minimal effort to respond to family calls or notes.</li> <li>Teacher is inconsistent in efforts to contact parents individually.</li> <li>Teacher is inconsistent with efforts to inform parents of classroom learning targets, strategies or special events.</li> <li>Communications with parents are not consistently positive and productive.</li> </ul>	<ul style="list-style-type: none"> <li>Is not responsive to parent requests for information or communication.</li> <li>Does not initiate contact with parents individually.</li> <li>Teacher does not make efforts to inform parents of classroom learning targets, strategies, or special events.</li> <li>Allows communications to become nonproductive, antagonistic, or unprofessional.</li> </ul>

Related Professional Responsibilities		CLASSROOM TEACHER	
4. Performs non-instructional responsibilities [addressed during summative evaluations]			
Teachers assume roles of leadership and support in activities not directly associated with their personal classroom assignment. Acting as a responsible citizen of the school community, teachers give their time and talents to special events as well as regular operational routines that enhance the quality of the school’s educational programs.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Teacher takes on roles of leadership and organization for school wide programs and events.</li><li>Teacher accepts responsibility not only to perform associated, related duties, but may contribute to an assessment and process improvement of school operations.</li><li>Teacher embraces and reinforces the expectations for student behavior and supports the actions of students in implementing positive behavior incentive plans.</li><li>Teacher is a positive “ambassador” for the school and embodies the values and vision of the school in active outreach opportunities.</li></ul>	<ul style="list-style-type: none"><li>Teacher voluntarily supports and participates in school wide programs and events.</li><li>Teacher accepts and fulfills assigned tasks and responsibilities related to school operations and management.</li><li>Teacher supports and enforces the school’s commonly accepted expectations for student behavior. Teacher proactively addresses behavior concerns with students to help them comply with expectations.</li><li>Teacher is fully supportive of the school’s vision and works to fulfill the school’s announced mission.</li></ul>	<ul style="list-style-type: none"><li>Teacher nominally participates in school wide programs and activities when required.</li><li>Teacher is inconsistent in fulfilling assigned duties beyond basic classroom instruction.</li><li>Teacher inconsistently enforces school rules and procedures and/or may overlook behaviors by select students.</li><li>Teacher inconsistently supports the school’s vision yet is generally compliant with requested support.</li></ul>	<ul style="list-style-type: none"><li>Teacher disregards school-wide initiatives and activities.</li><li>Teacher does not fulfill expectations of general building management tasks. Teacher may be late or non-compliant with requests for information and reports.</li><li>Teacher is not cooperative in enforcing school expectations of student behavior.</li><li>Teacher communicates negative feelings and disregard for the school’s vision and general operating procedures.</li></ul>

Related Professional Responsibilities			CLASSROOM TEACHER
5. Shows professionalism and integrity [addressed during summative evaluations]			
Teachers conduct themselves in the business of the school honestly and ethically. They adhere to principles of confidentiality and make decisions in the best interests of children. Teachers comply with district and school policies and regulations in regard to such items as attendance, punctuality, and the use of school property.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership with peers.</li> <li>All matters of confidential nature are handled with highest level of integrity.</li> <li>Teacher is rarely absent except as required or requested for professional duties outside of the classroom.</li> <li>Teacher serves as a model of professional appearance, language, and behavior in and beyond the school day in school related functions.</li> <li>Teacher provides plans and materials to special educators and related service providers more than a day in advance. Teacher provides written or verbal directions and materials to paraprofessionals more than a day in advance.</li> </ul>	<ul style="list-style-type: none"> <li>Relationships with colleagues are characterized by mutual support and cooperation.</li> <li>Teacher maintains confidentiality of information regarding students or peers.</li> <li>Teacher maintains regular attendance and utilizes absentee reporting system appropriately.</li> <li>Teacher meets established guidelines for professional appearance and displays appropriate language and demeanor in school settings.</li> <li>Teacher provides plans and materials to special educators and related service providers a day in advance. Teacher provides written or verbal direction and materials to paraprofessionals in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Relationships with colleagues are characterized by inconsistent support and cooperation.</li> <li>Teacher may share information with inappropriate people or for purposes beyond its intent.</li> <li>Teacher is frequently late or absent without appropriate documentation and does not utilize absentee reporting system appropriately.</li> <li>Teacher inconsistently follows guidelines for professional appearance, language, and demeanor in school settings.</li> <li>Teacher inconsistently provides plans and materials to special educators and related service providers. Teacher inconsistently provides directions and materials to paraprofessionals.</li> </ul>	<ul style="list-style-type: none"> <li>Relationships with colleagues are negative, divisive, or self-serving.</li> <li>Teacher is indiscreet with confidential information and may use privileged information for personal gain or advancement.</li> <li>Teacher is excessively late or absent without appropriate documentation and does not utilize absentee reporting system appropriately.</li> <li>Teacher shows disregard for expectations of proper dress, language, and decorum in the workplace.</li> <li>Teacher does not provide plans or materials to special educators, related service providers, and/or paraprofessionals.</li> </ul>

# **CECIL COUNTY PUBLIC SCHOOLS** **CLASSROOM TEACHER OBSERVATION FORM**

Teacher:				Date:	
School:		Grade/Content:		Time of Observation:	
Tenured	<input type="checkbox"/>	Non-Tenured	<input type="checkbox"/>	Announced	<input type="checkbox"/>
				Unannounced	<input type="checkbox"/>

Lesson summary:

## **PLANNING AND PREPARATION**

1. Focuses lesson on curriculum outcomes/indicators
2. Utilizes student assessments congruent with learning outcomes
3. Designs coherent instruction with appropriate pace and sequence of the lesson
4. Demonstrates understanding of student interests, background, and needs
5. Demonstrates knowledge of content to plan appropriate instruction

Highly Effective	Effective	Needs Improvement	Ineffective	N/A
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Comments:

## **INSTRUCTIONAL STRATEGIES**

1. Engages students in learning activities
2. Uses effective questioning and discussion techniques
3. Monitors student learning throughout lesson
4. Demonstrates accurate content knowledge
5. Communicates clearly and accurately with students
6. Demonstrates flexibility and responsiveness

Highly Effective	Effective	Needs Improvement	Ineffective	N/A
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Comments:



<b>MANAGING THE CLASSROOM/LEARNING ENVIRONMENT</b>		Highly Effective	Effective	Needs Improvement	Ineffective	N/A
1. Creates an environment of respect and rapport						
2. Establishes culture for learning						
3. Establishes, communicates, and maintains rules and procedures						
4. Manages student behavior						
5. Organizes classroom for safety and instructional effectiveness						
Comments:						

<b>RELATED PROFESSIONAL RESPONSIBILITIES</b>	
1. Maintains accurate and timely records	The components in this domain will be considered in summative evaluations.
2. Demonstrates professional growth and development	
3. Communicates effectively with families	
4. Performs non-instructional responsibilities	
5. Shows professionalism and integrity	
Comments:	

<b>DISTRIBUTION:</b>
1-Teacher
2-Principal

Observer's Signature	Title
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Observer's Signature	Title
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Teacher's Signature*	Date Conference Held
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\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

# **CECIL COUNTY PUBLIC SCHOOLS** **CLASSROOM TEACHER SUMMATIVE EVALUATION** **FORM**

<input type="checkbox"/>	Tenured
<input type="checkbox"/>	Non-Tenured

Teacher:	Date:
School:	Grade/Content:

Based on the following observations:

<input type="checkbox"/>	Formal Announced	<input type="checkbox"/>	Informal
<input type="checkbox"/>	Formal Unannounced	<input type="checkbox"/>	Narrative

	Highly Effective	Effective	Needs Improvement	Ineffective
1. Planning and Preparation	10	8	6	4
2. Instructional Strategies	20	16	12	8
3. Managing the Classroom/Learning Environment	10	8	6	4
4. Related Professional Responsibilities	10	8	6	4
<b>Professional Practices Subscore TOTAL</b>	<b>&gt;45</b>	<b>36-44</b>		<b>&lt;36</b>
<b>ONLY--First semester, first year non tenured</b>	<b>&gt;45</b>	<b>36-44</b>	<b>30-35</b>	<b>&lt;30</b>
Comments:				
<b>5. STUDENT ACHIEVEMENT</b>	<b>HE</b>	<b>E</b>	<b>NI</b>	<b>InE</b>
Academic Index	20	19	18	17
Student Learning Objective #1	15	12	9	7.5
Student Learning Objective #2	15	12	9	7.5
<b>Student Achievement Subscore TOTAL</b>	<b>≥45</b>	<b>36-44.5</b>		<b>&lt;36</b>
Comments:				
Domains 1 - 4: Summary Evaluation				
Domain 5: Summary Evaluation				
<b>Final Evaluation</b>	<b>HE</b>	<b>E</b>		<b>InE</b>
Comments:				

<b>DISTRIBUTION:</b>
1-Teacher
2-Principal

Evaluator's Signature	Title
Evaluator's Signature	Title
Teacher's Signature*	Date Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

<b>Planning and Preparation</b>				<i><b>SERVICE PROVIDER</b></i>
<b>1. Selects and interprets screening/assessment</b>				
The service provider uses a variety of formal and informal assessment tools and analyzes results.				
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>	
<ul style="list-style-type: none"> <li>• Service provider is proactive in responding to referrals and makes highly competent assessment of student needs.</li> <li>• Service provider is proactive in collecting important information, interviewing teachers, and parents if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Service provider responds to referrals and makes thorough assessments of student needs.</li> <li>• Service provider collects all the important information on which to base educationally relevant treatment plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Service provider responds to referrals and makes adequate assessment of student needs.</li> <li>• Service provider collects most of the important information on which to base educationally relevant treatment plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Service provider fails to respond to referrals or makes hasty assessment of student needs.</li> <li>• Service provider neglects to collect important information on which to base educationally relevant treatment plans.</li> </ul>	

Planning and Preparation		SERVICE PROVIDER	
2. Clearly communicates assessment results and provides relevant recommendations in the context of the educational setting			
The service provider thoroughly communicates, verbally and in writing, assessment and screening results in order to make appropriate recommendations for the student to benefit from their educational program.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Service provider generates reports that are accurate, clearly written, and tailored for the audience.</li><li>Service provider clearly articulates the educational impact of assessment results and makes appropriate recommendations to family and staff that include specific examples to enhance student access to and participation in the educational program.</li></ul>	<ul style="list-style-type: none"><li>Service provider generates reports that are accurate and appropriate to the audience.</li><li>Service provider clearly articulates the educational impact of assessment results and makes appropriate recommendations to enhance student access to and participation in the educational program.</li></ul>	<ul style="list-style-type: none"><li>Service provider generates reports that are accurate, but lacking in clarity and not always appropriate to the audience.</li><li>Service provider articulates the educational impact, but fails to make appropriate recommendations to enhance student access to and participation in the educational program.</li></ul>	<ul style="list-style-type: none"><li>Service provider generates reports that are inaccurate or not appropriate to the audience.</li><li>Service provider fails to articulate the educational impact and appropriate educational recommendations.</li></ul>

Planning and Preparation		SERVICE PROVIDER	
3. Utilizes student data to develop, monitor, and refine appropriate IEP goals			
The service provider identifies measurable assessment criteria for the development and monitoring of student achievement.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>• Service provider’s plan is highly coherent, proactive, and serves to support students within the broader educational program.</li><li>• Service provider’s evaluation plan is highly sophisticated, with adequate artifacts and a clear plan to regularly improve student achievement.</li><li>• Goals or outcomes are measureable, related to educational or natural routines, and developed collaboratively with IEP/IFSP team members.</li></ul>	<ul style="list-style-type: none"><li>• Service provider has developed a plan that includes the important aspects of work in the setting.</li><li>• Service provider’s plan to evaluate student achievement is organized around clear goals and artifacts indicate the degree to which goals have been met.</li><li>• Goals or outcomes from IEPs or IFSPs are measureable and related to educational or natural routines.</li></ul>	<ul style="list-style-type: none"><li>• Service provider has a guiding principle and includes worthwhile activities that may not fit with the broader goals.</li><li>• Service provider has a rudimentary plan to evaluate student achievement.</li><li>• Goals or outcomes from IEPs or IFSPs are measureable.</li></ul>	<ul style="list-style-type: none"><li>• Service provider has no plan or has a plan that consists of unrelated activities lacking coherence and structure.</li><li>• Service provider has no method to evaluate student achievement.</li><li>• Goals or outcomes from IEPs or IFSPs are not measureable.</li></ul>

Planning and Preparation		SERVICE PROVIDER	
4. Focuses lesson on IEP goals and/or curricular outcomes			
The service provider selects learning activities which are clearly linked to the desired student outcomes and are appropriate for the current learning needs of the students.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Objective is aligned to the grade level curriculum or IEP goals and represents important learning in the given and related disciplines.</li><li>The sequence of learning objectives is evident within given and related disciplines.</li><li>The objective is clearly assessable as written.</li></ul> <p><i>By contract: Plans specify outcomes, activities, and assessment criteria for this day, the previous day and following day. Art. VI.16</i></p>	<ul style="list-style-type: none"><li>Objective is aligned to the grade level curriculum or IEP goals.</li><li>The sequence of learning objectives is evident across multiple lessons within the discipline.</li><li>The objective is assessable as written.</li></ul> <p><i>By contract: Plans specify outcomes, activities, and assessment criteria for this day, the previous day and following day. Art. VI.16</i></p>	<ul style="list-style-type: none"><li>There is an objective, but it is not aligned to the grade level/content curriculum or IEP goals.</li><li>The sequence of learning is not evident across multiple lessons.</li><li>The objective may not be able to be assessed.</li><li>Today’s lesson does not meet contractual criteria. Art. VI-16</li></ul>	<ul style="list-style-type: none"><li>The objective is not relevant to the grade level curriculum.</li><li>There is no objective listed for the lesson – or the objective is simply an activity.</li><li>Objective is not assessable.</li><li>There is a pattern or repeated incidence of not meeting contractual criteria. Art VI-16</li></ul>

Planning and Preparation		SERVICE PROVIDER	
5. Designs coherent instruction with appropriate pace and sequence of the lesson			
The service provider has selected and sequenced lesson activities to utilize the available time effectively. The structure of the lesson allows for students to move through levels of complexity and depth of knowledge toward acquisition of the lesson’s outcomes.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>• The lesson’s or unit’s structure is clear and allows for different pathways according to diverse student needs.</li><li>• The progression of activities is highly coherent.</li><li>• The service provider coordinates knowledge of content, of students, and of resources to design learning activities aligned to instructional outcomes, differentiated where appropriate.</li></ul>	<ul style="list-style-type: none"><li>• The lesson or unit has a clearly defined structure around which activities are organized.</li><li>• The progression of activities is even, with reasonable time allocations.</li><li>• The service provider designs learning activities and selects resources suitable and aligned to instructional outcomes.</li></ul> <p><i>By contract: Plans will show evidence of long range planning and shall be available for previous day, this day, and next day’s lessons. Art. VI 16</i></p>	<ul style="list-style-type: none"><li>• The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout.</li><li>• The progression of activities is uneven, with most time allocations reasonable.</li><li>• The lesson or unit has a basic or limited structure and reflects partial knowledge of students and resources.</li></ul>	<ul style="list-style-type: none"><li>• The lesson or unit has no clearly defined structure, or the structure is chaotic.</li><li>• Activities do not follow an organized progression, and time allocations are unrealistic.</li><li>• The experiences and resources are suitable for only some students.</li></ul>

Planning and Preparation		SERVICE PROVIDER	
6. Demonstrates knowledge of resources, both within and beyond the home, school, and district.			
The service provider demonstrates knowledge of student needs, necessary interventions and resources to meet the needs of students in current education programs and during transitions between programs, grades, schools, and the community.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>• Service provider demonstrates extensive knowledge of resources for students available through the school, the district, and the larger community.</li><li>• Service provider plans program to promote transition, provides in-service and/or modeling for students and receiving/prior providers, and passes on strategies and materials.</li><li>• Service provider proactively identifies resources to best meet the needs of their students and works with families and/or outside vendors to ensure needs are met across school, home, and community.</li></ul>	<ul style="list-style-type: none"><li>• Service provider demonstrates thorough knowledge of resources for students available through the school district and some familiarity with resources outside the district.</li><li>• Service provider plans program to promote transition and maintains open line of communication with receiving/prior providers passing on strategies and materials.</li><li>• Service provider identifies resources such as adaptive equipment, assistive technology, and environmental adaptations to best meet the needs of their students.</li></ul>	<ul style="list-style-type: none"><li>• Service provider demonstrates basic knowledge of resources for students available through the school district.</li><li>• Service provider plans a program to promote transition, but does not ensure that strategies and materials are communicated in a timely manner.</li><li>• Service provider identifies needs for equipment or resources, but does not obtain equipment in a proactive or timely manner.</li></ul>	<ul style="list-style-type: none"><li>• Service provider demonstrates little or no knowledge of resources for students available through the school or district.</li><li>• Service provider fails to consider planning for transition and communicating resources.</li><li>• Service provider is unable to identify needed resources to aid in child/student success and participation.</li></ul>



Service Delivery		SERVICE PROVIDER	
1. Provides services in alignment with the IEP			
The service provider designs and implements intervention activities based on meaningful content and clearly indicated IEP goals.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>• Service provider’s goals for therapy or service are highly appropriate to the situation in the school, to the age of the students, and have been developed collaboratively.</li><li>• Service provider develops comprehensive plans for students to creatively meet student needs and works collaboratively toward student achievement.</li><li>• Service provider implements collaborative intervention activities with teachers or other providers within school environments and routines to facilitate student access, participation, and progress in the educational program.</li></ul>	<ul style="list-style-type: none"><li>• Services provider’s goals for therapy or service are clear and appropriate to the situation in the school and the age of the students.</li><li>• Service provider’s plans for students are suitable for them and are aligned with identified needs and/or the curriculum.</li><li>• Service provider implements appropriate intervention activities and adapts activities and environments to facilitate student access to and participation in the educational program.</li></ul>	<ul style="list-style-type: none"><li>• Service provider’s goals for therapy or service are rudimentary and are partially suitable to the situation and to the age of the students.</li><li>• Service provider’s plans for students are partially suitable for them or sporadically aligned with identified needs.</li><li>• Service provider implements appropriate intervention activities without consideration of student access to and participation in the educational program.</li></ul>	<ul style="list-style-type: none"><li>• Service provider has no clear goals for the therapy or service program or the goals are inappropriate to the situation or age of the students.</li><li>• Service provider fails to develop treatment plans suitable for students or plans are mismatched with the findings of assessments.</li><li>• Service provider fails to implement appropriate intervention activities.</li></ul>

Service Delivery		SERVICE PROVIDER	
2. Demonstrates flexibility, priority setting, and effective time management			
The service provider demonstrates flexibility in response to student need and adjusts the interventions or schedule accordingly. The service provider schedules for programs effectively and makes efficient use of allotted time.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Service provider demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.</li><li>Service provider is continually seeking ways to improve the treatment program and makes changes as needed in response to the student, parent or teacher input.</li></ul>	<ul style="list-style-type: none"><li>Service provider exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.</li><li>Service provider makes revisions in the treatment program when needed.</li></ul>	<ul style="list-style-type: none"><li>Service provider’s time management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.</li><li>Service provider makes modest changes in the treatment program when confronted with evidence of the need for change.</li></ul>	<ul style="list-style-type: none"><li>Service provider exercises poor judgment in setting priorities, resulting in confusion, missed deadlines and conflicting schedules.</li><li>Service provider adheres to the plan or program despite evidence of inadequacy.</li></ul>

<b>Service Delivery</b>			<b><i>SERVICE PROVIDER</i></b>
<b>3. Communicates clearly and accurately with students</b>			
Verbal and written communication is clear and appropriate to students' ages, backgrounds, and levels of understanding.			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>
<ul style="list-style-type: none"> <li>• Learning outcomes are posted, discussed, or otherwise made clear to students at the introduction and conclusion of the lesson.</li> <li>• Expectations for learning, directions, procedures, and explanations of content are consistently clear to students.</li> <li>• The service provider's use of oral and written language is clear, extends students' vocabularies, is appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.</li> <li>• The service provider's oral and written language is clear and correct and corresponds to standard English, and chosen to enrich the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning outcomes are posted, discussed, or otherwise made clear to students at the introduction of the lesson.</li> <li>• Expectations for learning, directions, procedures, and explanations of content are clear to students.</li> <li>• The service provider's use of oral and written language is appropriate, relevant, and respectful to students' diverse cultures and levels of development.</li> <li>• The service provider's oral and written language is clear and correct and corresponds to standard English.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning outcomes may be posted or mentioned, but are not made clear to students.</li> <li>• Expectations for learning, directions, procedures, and explanations of content are clarified after confusion.</li> <li>• The service provider's use of oral and/or written language may not be completely appropriate, relevant, or respectful to students' diverse cultures or levels of development.</li> <li>• The service provider's oral and written language is occasionally inaudible, illegible, or does not correspond to standard English.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning outcomes are not posted, discussed, or otherwise made clear to students.</li> <li>• Expectations for learning, directions, procedures, and explanations of content are unclear or confusing to students.</li> <li>• The service provider's use of language is inconsistent or inappropriate to students' diverse cultures and/or levels of development.</li> <li>• The service provider's oral and written language is inaudible or illegible and often does not correspond to standard English.</li> </ul>

Service Delivery		SERVICE PROVIDER	
4. Promotes skill acquisition and generalization to enhance learning and student participation in the general education setting			
The service provider ensures skill acquisition and generalization to enhance learning and student participation in the general education environment.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Service provider seeks out staff to confer regarding cases and solicits multiple perspectives on students.</li><li>Service provider is reflective about student progress and cites specific examples of generalization skills and strategies when appropriate.</li></ul>	<ul style="list-style-type: none"><li>Service provider initiates contact with staff to confer regarding cases.</li><li>Service provider is reflective about student progress and cites examples with some specific suggestions to staff.</li></ul>	<ul style="list-style-type: none"><li>Service provider is available to staff for questions and planning, and provides materials when requested.</li><li>Service provider is reflective with moderate accuracy and provides global suggestions for improvement to staff.</li></ul>	<ul style="list-style-type: none"><li>Service provider is not available to staff for questions and planning, and declines to provide background material when requested.</li><li>Service provider does not reflect on practice or reflections are inaccurate.</li></ul>

Service Delivery		SERVICE PROVIDER	
5. Maintains student records			
The service provider documents delivery of services and student performance and adheres to established timelines. This includes therapy logs, data points and artifacts, and medical assistance documentation when appropriate.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>• Service provider has developed a highly effective data management system for monitoring progress with specific artifacts and is able to utilize the system to communicate with teachers and parents.</li><li>• Service provider collects baseline and ongoing data to plan/guide future services and to support student progress within classroom/ school activities and routines.</li><li>• Service provider consistently documents services and progress reports with specificity and follows county guidelines for timely completion.</li></ul>	<ul style="list-style-type: none"><li>• Service provider has developed an effective data management system for monitoring student progress and utilizes it to adjust services to students.</li><li>• Service provider collects baseline and ongoing data toward IEP/IFSP outcomes, participation and functional status to determine progress, and to plan/guide future services.</li><li>• Service provider consistently documents service and progress reports, and follows county guidelines for timely completion.</li></ul>	<ul style="list-style-type: none"><li>• Service provider has developed a rudimentary data management system for monitoring progress and occasionally uses it to adjust services when needed.</li><li>• Baseline data is incomplete and/or data is collected but not used for planning or decision making.</li><li>• Service provider documents services and progress reports; however, documentation lacks clarity or fails to meet the county guidelines for timely completion.</li></ul>	<ul style="list-style-type: none"><li>• Service provider has not developed a data management system or it is in disarray. It cannot be used to monitor student progress or adjust services.</li><li>• There is no evidence of ongoing data collection to monitor progress and drive decision making.</li><li>• Service provider inconsistently documents services and progress reports, and fails to meet county guidelines for timely completion.</li></ul>

Managing the Learning Environment			SERVICE PROVIDER
<b>1. Establishes rapport with students and team members</b>			
The service provider initiates positive interaction, treats students and team members with dignity, and respects differing opinions and ideas. The service provider collaborates with team members to support student participation with an emphasis on inclusion and integration within the general education setting.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Students seek out the service provider, reflecting a high degree of comfort and trust in the relationship.</li> <li>The service provider regularly collaborates with team members to discuss student performance and strategies to enhance achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Service provider's interactions with students are positive and respectful; students appear comfortable with the service provider.</li> <li>The service provider collaborates with team members to discuss student performance and strategies for carryover.</li> </ul>	<ul style="list-style-type: none"> <li>Service provider's interactions are a mix of positive and negative, and efforts to develop a rapport are partially successful.</li> <li>The service provider occasionally collaborates regarding student performance with team members.</li> </ul>	<ul style="list-style-type: none"> <li>Service provider's interactions with students are negative or inappropriate; students appear uncomfortable with the service provider.</li> <li>The service provider fails to collaborate with team members to support student achievement.</li> </ul>

Managing the Learning Environment			SERVICE PROVIDER
<b>2. Organizes environment for instructional effectiveness</b>			
The service provider arranges the learning space to allow for safety, efficient movement, and effective instruction. The environment design supports student learning activities and interventions. Resources and instructional equipment are accessible for use during the lesson as needed.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>The testing and therapy room is highly organized and is inviting to students. Materials are convenient when needed.</li> <li>The therapy environment is safe. Service provider and students themselves ensure that all resources are equally accessible to all students.</li> </ul>	<ul style="list-style-type: none"> <li>The testing and therapy room is well organized; materials are available when needed.</li> <li>The therapy environment is safe and resources are equally accessible to all students.</li> </ul>	<ul style="list-style-type: none"> <li>The testing and therapy room is moderately well organized and moderately well suited to work with students. Materials are difficult to find when needed.</li> <li>The therapy environment is safe and at least essential resources are accessible to most students.</li> </ul>	<ul style="list-style-type: none"> <li>The testing and therapy room is disorganized and poorly suited to working with students. Materials are usually unavailable.</li> <li>The therapy environment is unsafe and essential resources are not accessible to most students.</li> </ul>

Managing the Learning Environment			SERVICE PROVIDER
<b>3. Establishes culture for learning</b>			
The service provider sets high expectations for the instructional outcomes of the class and conveys confidence in each student's ability to learn and succeed. Students are encouraged to persevere through difficult learning tasks with an appropriate level of scaffolded assistance.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>The service provider demonstrates interest and excitement in the content, successfully creating curiosity and motivation for learning.</li> <li>Expectations are high for student achievement, accompanied by demonstrated belief that students can and will master the information. Students appear to have internalized these expectations by persevering through challenges.</li> <li>The service provider requires students to demonstrate attention to detail and take pride in their work, putting forth obvious effort to revise and improve their work before sharing.</li> </ul>	<ul style="list-style-type: none"> <li>The service provider demonstrates enthusiasm for the lesson content and is able to articulate to students why the information is valuable to subsequent lessons or in real life settings.</li> <li>Expectations are generally high for students and the teacher makes the information or outcomes accessible to students with additional support.</li> <li>The service provider encourages students to put forth a genuine strong effort on the assigned tasks, showing pride in the final product.</li> </ul>	<ul style="list-style-type: none"> <li>The service provider communicates a sense of importance of the lesson content, but with little apparent conviction and only minimal or temporary buy in from students.</li> <li>Expectations are generally low for students, as reflected in low level questioning or limited exploration of the lesson extensions.</li> <li>The service provider accepts minimal effort from students and/or work at the substantial level.</li> </ul>	<ul style="list-style-type: none"> <li>The service provider communicates a negative attitude toward the curriculum or activities.</li> <li>The service provider conveys low expectations for the students' ability or need to learn.</li> <li>The service provider accepts no effort or attempt on the part of students.</li> </ul>



Managing the Learning Environment			SERVICE PROVIDER
<b>4. Establishes, communicates, and maintains rules and procedures</b>			
The service provider announces, teaches, and reinforces the behavioral expectations of the classroom. This allows students to move appropriately and efficiently through lesson transitions. The classroom expectations are consistent, predictable, and age appropriate.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Students are productively engaged at all times, with students assuming responsibility for their productivity.</li> <li>Transitions are seamless as students self-adjust to new lesson demands.</li> <li>Routines for handling materials and supplies yield smooth operations with no service provider direction.</li> <li>Processes/routines for performing non-instructional duties are well established with students assuming responsibility for many functions.</li> </ul>	<ul style="list-style-type: none"> <li>Students are productively engaged most of the time without requiring much direct supervision by the teacher.</li> <li>Transitions occur smoothly with minimal loss of instructional time.</li> <li>Routines for handling materials and supplies occur smoothly with minimal service provider direction.</li> <li>Processes/routines for performing non-instructional duties are well established and occur smoothly with minimal teacher direction or loss of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Independent and small group work is disorganized and teacher does not effectively address or redirect off task behaviors.</li> <li>Transitions require significant teacher direction and may result in loss of instructional time.</li> <li>Routines for handling materials and supplies occur with overt and recurring direction by the service provider.</li> <li>Processes/routines for performing non-instructional duties are not yet fully established and occur with frequent teacher direction and noticeable loss of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Students are non-compliant or minimally engaged while directly working with teacher. Off task behavior is not addressed.</li> <li>Transitions do not occur smoothly and result in significant loss of instructional time.</li> <li>Routines for handling materials and supplies are not defined and require overt, recurring direction by the service provider.</li> <li>Significant instructional time is lost performing non-instructional duties.</li> </ul>

Managing the Learning Environment			SERVICE PROVIDER
<b>5. Manages student behavior</b>			
The service provider establishes and reinforces behavioral expectations that are consistent, predictable, and developmentally appropriate.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Standards of conduct have been established for the testing and treatment room. Provider's monitoring of students is subtle and proactive.</li> <li>Service provider's response to misbehavior is highly effective and sensitive to student's individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct have been established for the testing and treatment room. Service provider monitors student behavior.</li> <li>Service provider's response to misbehavior is appropriate, successful, and respects the student's dignity.</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct appear to have been established for the testing and treatment center. Attempts are made to correct negative student behavior.</li> <li>Service provider attempts to respond to student misbehavior but with uneven results.</li> </ul>	<ul style="list-style-type: none"> <li>No standards of conduct have been established and provider disregards or fails to address negative student behavior.</li> <li>Service provider does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.</li> </ul>

Related Professional Responsibilities		SERVICE PROVIDER	
1. Demonstrates professional growth and development [addressed during summative evaluations]			
The service provider participates in professional development opportunities provided by the school or district and/or independently pursues additional learning opportunities related to the content or process of their skill area. Together with peers in a professional learning community, the service provider both seeks information and contributes to the knowledge of others.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Seeks multiple opportunities to learn new content, embrace new technologies, and attempt new strategies.</li><li>Shares knowledge with peers, both when working alongside them and in formal in-service learning settings.</li><li>Demonstrates leadership in forming/maintaining a peer-facilitated, professional learning community.</li><li>Actively pursues advance certification ahead of required renewal cycles.</li></ul>	<ul style="list-style-type: none"><li>Participates in optional learning opportunities as well as those assigned by administrator.</li><li>Upon prompting and assignment, will present and share information of effective practices with peers.</li><li>Attends and fully participates in peer-facilitated professional learning community sessions.</li><li>Maintains current certification within timelines required of MSDE/COMAR.</li></ul>	<ul style="list-style-type: none"><li>Avoids participation in assigned learning opportunities, or minimally attends without personal engagement.</li><li>Participates in school centered learning efforts only when required and monitored.</li><li>Does not actively participate in peer-facilitated professional learning community efforts, even when time is provided during the workday.</li><li>Ongoing certification is at jeopardy in the absence of required coursework or related activities.</li></ul>	<ul style="list-style-type: none"><li>Does not participate in assigned learning opportunities.</li><li>Does not participate in any school centered learning efforts.</li><li>Takes leave during county or school professional development days.</li><li>Allows certification to lapse.</li></ul>

Related Professional Responsibilities			SERVICE PROVIDER
<b>2. Demonstrates professionalism and integrity [addressed during summative evaluations]</b>			
Service providers conduct themselves in the business of the school honestly and ethically. They adhere to principles of confidentiality and make decisions in the best interest of children. Service providers comply with district and school policies and regulations in regard to such items as attendance, punctuality, and the use of school property.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Service provider actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</li> <li>Service provider can be counted on to hold the highest standards of honesty, integrity and confidentiality and to advocate for students.</li> <li>Service provider serves as a model of professional appearance, language, and behavior in and beyond the school day.</li> </ul>	<ul style="list-style-type: none"> <li>Service provider seeks out opportunities for professional development based on individual assessment of need.</li> <li>Service provider displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students.</li> <li>Service provider meets established guidelines for professional appearance and displays appropriate language and demeanor in school settings.</li> </ul>	<ul style="list-style-type: none"> <li>Service provider participates in limited professional development activities based on convenience or requirement.</li> <li>Service provider is honest in interactions with colleagues, students, and the public, and plans a moderate advocacy role for students not violating the norms of confidentiality.</li> <li>Teacher inconsistently follows guidelines for professional appearance, language, and demeanor in school settings.</li> </ul>	<ul style="list-style-type: none"> <li>Service provider does not participate in professional development activities even when such activities are clearly needed for the development of skills.</li> <li>Service provider displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.</li> <li>Service provider shows disregard for expectations of proper dress, language, and decorum in the workplace.</li> </ul>

Related Professional Responsibilities			SERVICE PROVIDER
<b>3. Communicates with families and/or caregivers [addressed during summative evaluations]</b>			
The service provider effectively communicates with families in a variety of mutually agreed upon ways (phone, written notes, communication logs/books, e-mail, progress reports, or meetings/conferences with family members). Phone calls and verbal communication are documented on appropriate forms.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Promptly responds to family contacts and questions.</li> <li>Initiates multiple contacts with families to communicate positive news as well as to discuss learning or behavior issues.</li> <li>Manages each communication opportunity to create and maintain positive relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to family requests for information.</li> <li>Initiates contact with parents to discuss learning problems or behavioral concerns.</li> <li>Maintains positive communications and working relationships with families.</li> </ul>	<ul style="list-style-type: none"> <li>Makes initial effort to respond to family calls or notes, but may not persevere to assure contact and does not initiate contacts.</li> <li>Does not initiate contact with parents individually.</li> <li>Communications with parents are not consistently positive and productive.</li> </ul>	<ul style="list-style-type: none"> <li>Is not responsive to parent requests for information or communication.</li> <li>Does not call or write to enlist parent support.</li> <li>Allows communications to become nonproductive, antagonistic, or unprofessional.</li> </ul>

Related Professional Responsibilities			SERVICE PROVIDER
<b>4. Performs non-instructional responsibilities [addressed during summative evaluations]</b>			
The service provider assumes roles of leadership and support in activities not directly associated with their personal assignment. Acting as a responsible citizen of the school community, service providers give their time and talents to special events as well as regular operational routines that enhance the quality of the school's educational programs.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Service provider makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Service provider participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Service provider does not develop relationships with colleagues. Service provider participates in school and district events and projects only when specifically asked to do so.</li> </ul>	<ul style="list-style-type: none"> <li>Service provider's relationships with colleagues are negative or self-serving. Service provider avoids being involved in school and district events and projects.</li> </ul>

**CECIL COUNTY PUBLIC SCHOOLS**  
**RELATED SERVICE PROVIDER OBSERVATION FORM**

Service Provider:		Date:	
School:	Service Area:	Time of Observation:	
Tenured <input type="checkbox"/>	Non-Tenured <input type="checkbox"/>	Announced <input type="checkbox"/>	Unannounced <input type="checkbox"/>

<b>PLANNING AND PREPARATION</b>	Highly Effective	Effective	Needs Improvement	Ineffective	N/A
1. Selects and interprets screening/assessment					
2. Clearly communicates assessment results and provides relevant recommendations in the context of the educational setting					
3. Utilizes student data to develop, monitor, and refine appropriate IEP goals					
4. Focuses lesson IEP goals and/or curricular outcomes					
5. Designs coherent instruction with appropriate pace and sequence of the lesson					
6. Demonstrates knowledge of resources, both within and beyond the home, school, and district					
Comments:					

<b>SERVICE DELIVERY</b>	Highly Effective	Effective	Needs Improvement	Ineffective	N/A
1. Provides services in alignment with the IEP					
2. Demonstrates flexibility, priority setting, and effective time management					
3. Communicates clearly and accurately with students					
4. Promotes skill acquisition and generalization to enhance learning and student participation in the general education setting					
5. Maintains student records					
Comments:					

MANAGING THE LEARNING ENVIRONMENT		Highly Effective	Effective	Needs Improvement	Ineffective	N/A
1. Establishes rapport with students and team members						
2. Organizes environment for instructional effectiveness						
3. Establishes culture for learning						
4. Establishes, communicates, and maintains rules and procedures						
5. Manages student behavior						
Comments:						

RELATED PROFESSIONAL RESPONSIBILITIES	
1. Demonstrates professional growth and development	The components in this domain will be considered in summative evaluations.
2. Demonstrates professionalism and integrity	
3. Communicates with families and/or caregivers	
4. Performs non-instructional responsibilities	
Comments:	

DISTRIBUTION:
1-Provider
2-Principal

Observer's Signature	Title
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Observer's Signature	Title
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Provider's Signature*	Date Conference Held
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\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.



# CECIL COUNTY PUBLIC SCHOOLS

## RELATED SERVICE PROVIDER SUMMATIVE EVALUATION FORM

<input type="checkbox"/>	Tenured
<input type="checkbox"/>	Non-Tenured

Teacher:	Date:
School(s):	Content:

Based on the following observations:

<input type="checkbox"/>	Formal Announced	<input type="checkbox"/>	Informal
<input type="checkbox"/>	Formal Unannounced	<input type="checkbox"/>	Narrative

	Highly Effective	Effective	Needs Improvement	Ineffective
1. Planning and Preparation	10	8	6	4
2. Service Delivery	20	16	12	8
3. Managing the Learning Environment	10	8	6	4
4. Related Professional Responsibilities	10	8	6	4
<b>Professional Practices Subscore TOTAL</b>	<b>&gt;45</b>	<b>36-44</b>		<b>&lt;36</b>
Comments:				
5. STUDENT ACHIEVEMENT	HE	E	NI	InE
Academic Index	20	19	18	17
Student Learning Objective #1	15	12	9	7.5
Student Learning Objective #2	15	12	9	7.5
<b>Student Achievement Subscore TOTAL</b>	<b>≥45</b>	<b>36-44.5</b>		<b>&lt;36</b>
Comments:				
Domains 1 - 4: Summary Evaluation				
Domain 5: Summary Evaluation				
Final Evaluation	HE	E		InE
Comments:				

<b>DISTRIBUTION:</b>
1-Provider
2-Principal

Evaluator's Signature	Title
Evaluator's Signature	Title
Provider's Signature*	Date Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

<b>Planning and Preparation</b>			<b><i>SCHOOL COUNSELOR</i></b>
<b>1. Plans and schedules for program effectiveness</b>			
The counselor uses collected data to create a schedule in order to develop an effective program.			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>
<ul style="list-style-type: none"> <li>Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor has developed a plan that includes important aspects of counseling in the setting.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the broader goals.</li> </ul>	<ul style="list-style-type: none"> <li>Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.</li> </ul>

<b>Planning and Preparation</b>			<b><i>SCHOOL COUNSELOR</i></b>
<b>2. Exhibits creativity, resourcefulness, and initiative</b>			
The counselor exhibits creativity, resourcefulness, and initiative through the collection of data and the development of a school counseling program.			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>
<ul style="list-style-type: none"> <li>Counselor is continually seeking innovative ways to utilize a variety of resources to effectively assess needs and plan for the implementation of the school counseling program.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor seeks ways to use a variety of resources to effectively assess needs and plan for the implementation of the school counseling program.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor uses provided resources to assess needs and plan for the implementation of the school counseling program.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor does not appropriately assess needs and/or utilize resources provided to implement the school counseling program.</li> </ul>

Planning and Preparation				<i>SCHOOL COUNSELOR</i>
3. Establishes/maintains appropriate goals for the counseling program				
The counselor will analyze the collected data and periodically modify the goals of the counseling program.				
Highly Effective	Effective	Needs Improvement	Ineffective	
<ul style="list-style-type: none"> <li>Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students. Goals have been developed following consultations with students, parents, and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.</li> </ul>	

Planning and Preparation				<i>SCHOOL COUNSELOR</i>
4. Demonstrates knowledge of policies, regulations, programs, and resources both within and beyond the school system				
The counselor will have a working knowledge of the policies, regulations, programs, and resources both within and beyond the school system. The counselor will apply the knowledge appropriately.				
Highly Effective	Effective	Needs Improvement	Ineffective	
<ul style="list-style-type: none"> <li>Counselor's knowledge of policies, regulations, programs, and resources for students is extensive, including those available through the school system, agencies within Cecil County, and in the broader community.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor displays knowledge of policies, regulations, programs, and resources for students available through the school system, and some familiarity with resources available through the school system, agencies within Cecil County, and in the broader community.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor displays limited knowledge of policies, regulations, programs, and resources for students available through the school system, with no familiarity of resources available through the school system, agencies within Cecil County, and in the broader community.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor demonstrates little or no knowledge of policies, regulations, programs, and resources for students available through the school system, agencies within Cecil County, and in the broader community.</li> </ul>	

Service Delivery		SCHOOL COUNSELOR	
1. Assesses student needs			
The counselor creates and implements an effective assessment tool to determine student needs.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.</li></ul>	<ul style="list-style-type: none"><li>Counselor adequately assesses student needs and knows the range of student needs in the school.</li></ul>	<ul style="list-style-type: none"><li>Counselor’s assessments of student needs are inadequate, or the assessment results are inaccurate.</li></ul>	<ul style="list-style-type: none"><li>Counselor does not assess student needs.</li></ul>

Service Delivery		SCHOOL COUNSELOR	
2. Assists students and teachers in the formulation of academic, personal/social, and career plans based on knowledge of student needs			
The counselor will assist students and collaborate with teachers to formulate a plan based on students’ needs.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Counselor helps individual students and teachers formulate academic, personal/social, and career plans.</li></ul>	<ul style="list-style-type: none"><li>Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.</li></ul>	<ul style="list-style-type: none"><li>Counselor’s attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.</li></ul>	<ul style="list-style-type: none"><li>Counselor’s program is independent of identified student needs.</li></ul>

Service Delivery		SCHOOL COUNSELOR	
3. Provides responsive services: coordination, consultation, and counseling through individual, group, and school-wide programs			
The counselor identifies the need and provides the most favorable course of action through coordination, consultation, and counseling services.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Counselor successfully identifies the need and takes a leadership role in planning and implementing the most favorable response through coordination, consultation, and/or counseling services which may include individual, group, and/or school-wide programs.</li></ul>	<ul style="list-style-type: none"><li>Counselor successfully identifies the need and plans and implements an appropriate response through coordination, consultation, and/or counseling services which may include individual, group, and/or school-wide programs.</li></ul>	<ul style="list-style-type: none"><li>Counselor identifies the need and plans and implements a response through coordination, consultation, and/or counseling services which may include individual, group, and/or school-wide programs.</li></ul>	<ul style="list-style-type: none"><li>Counselor does not identify the need or does not provide an appropriate response through coordination, consultation, and/or counseling services which may include individual, group, and/or school-wide programs.</li></ul>

Service Delivery		SCHOOL COUNSELOR	
4. Uses appropriate counseling techniques in individual, group, and/or classroom programs			
The counselor uses extensive counseling techniques to address student needs and facilitate growth through individual, group, and/or classroom programs.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Counselor uses an extensive range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and future planning.</li></ul>	<ul style="list-style-type: none"><li>Counselor uses a range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and future planning.</li></ul>	<ul style="list-style-type: none"><li>Counselor displays a narrow range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and future planning.</li></ul>	<ul style="list-style-type: none"><li>Counselor has few counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and future planning.</li></ul>

Service Delivery		SCHOOL COUNSELOR	
5. Maintains an effective relationship with parents/guardians and stakeholders			
The counselor proactively establishes and fosters positive communication in order to build and maintain effective relationships.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Counselor is proactive in establishing and fostering positive communication to maintain an effective relationship with parents/guardians and stakeholders through a variety of means.</li></ul>	<ul style="list-style-type: none"><li>Counselor establishes and fosters communication to maintain an effective relationship with parents/guardians and stakeholders.</li></ul>	<ul style="list-style-type: none"><li>Counselor inconsistently establishes a relationship with selected parents/guardians and stakeholders.</li></ul>	<ul style="list-style-type: none"><li>Counselor fails to establish a relationship with parents/guardians and stakeholders, or the majority of the relationships are detrimental to the school system.</li></ul>

Service Delivery		SCHOOL COUNSELOR	
6. Demonstrates flexibility			
The counselor continuously demonstrates flexibility in making adjustments to the counseling program.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.</li></ul>	<ul style="list-style-type: none"><li>Counselor makes effective revisions in the counseling program when they are needed.</li></ul>	<ul style="list-style-type: none"><li>Counselor makes modest or inconsequential changes in the counseling program when confronted with evidence of the need for change.</li></ul>	<ul style="list-style-type: none"><li>Counselor adheres to the plan or program, in spite of evidence of its inadequacy.</li></ul>

Organization of Setting		SCHOOL COUNSELOR	
1. Creates an environment of respect and rapport			
The counselor fosters a welcoming environment that supports an atmosphere of mutual respect and trust.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.</li></ul>	<ul style="list-style-type: none"><li>Counselor’s interactions with students are positive and respectful, and the counselor actively promotes positive interactions.</li></ul>	<ul style="list-style-type: none"><li>Counselor’s interactions are a mix of positive and negative; the counselor’s efforts at encouraging positive interactions among students are partially successful.</li></ul>	<ul style="list-style-type: none"><li>Counselor’s interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.</li></ul>

Organization of Setting		SCHOOL COUNSELOR	
2. Manages student behavior effectively			
The counselor establishes and maintains clear behavioral expectations for students in a variety of settings.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Counselor has established clear expectations for student behavior, and consistently encourages students to contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility.</li></ul>	<ul style="list-style-type: none"><li>Counselor has established clear expectations for student behavior and encourages students to contribute to maintaining them. Counselor makes a significant contribution to the environment of civility.</li></ul>	<ul style="list-style-type: none"><li>Counselor’s efforts to establish expectations of student behavior are partially successful. Counselor attempts with limited success to contribute to the environment of civility.</li></ul>	<ul style="list-style-type: none"><li>Counselor has established no expectations of student behavior and makes no contribution to maintaining an environment of civility.</li></ul>

Organization of Setting		SCHOOL COUNSELOR	
3. Promotes an environment conducive to learning			
The counselor sets the tone by actively promoting an atmosphere where students and stakeholders are treated with dignity and respect. The counselor fosters caring and a sense of belonging that supports a positive and productive learning environment.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Counselor takes a leadership role in promoting productive and respectful communication that supports an environment conducive to learning.</li></ul>	<ul style="list-style-type: none"><li>Counselor successfully promotes productive and respectful communication that supports an environment conducive to learning.</li></ul>	<ul style="list-style-type: none"><li>Counselor is partially successful at promoting productive and respectful communication that supports an environment conducive to learning.</li></ul>	<ul style="list-style-type: none"><li>Counselor makes no attempt to establish productive and respectful communication that supports an environment conducive to learning.</li></ul>



Related Professional Responsibilities			<i>SCHOOL COUNSELOR</i>
<b>1. Engages in professional development [addressed during summative evaluations]</b>			
The counselor actively pursues and participates in professional development opportunities that further develop their counseling skills.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor seeks out opportunities for professional development based on an individual assessment of need.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor's participation in professional development activities is limited to those that are convenient or are required.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.</li> </ul>

Related Professional Responsibilities			<i>SCHOOL COUNSELOR</i>
<b>2. Exhibits professionalism and ethical practices [addressed during summative evaluations]</b>			
The counselor practices ethical behavior and professionalism to the highest degree.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Counselor holds the highest ethical standards of honesty, integrity, and confidentiality; advocates for students, taking a leadership role with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor displays high ethical standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality; does not advocate for students when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.</li> </ul>

Related Professional Responsibilities			<i>SCHOOL COUNSELOR</i>
<b>3. Maintains appropriate records and submits them by prescribed deadlines [addressed during summative evaluations]</b>			
The counselor maintains accurate reports, records, and documentation and submits in a timely fashion.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools. Reports, records, and documentation are submitted accurately and promptly.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor's reports, records, and documentation are accurate and are submitted in a timely fashion.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor's reports, records, and documentation are generally accurate, but are occasionally late.</li> </ul>	<ul style="list-style-type: none"> <li>Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.</li> </ul>

**CECIL COUNTY PUBLIC SCHOOLS**  
**SCHOOL COUNSELOR OBSERVATION FORM**

Counselor:				Date:					
School:				Time of Observation:					
Tenured	<input type="checkbox"/>	Non-Tenured	<input type="checkbox"/>		Announced	<input type="checkbox"/>	Unannounced	<input type="checkbox"/>	
<b>PLANNING AND PREPARATION</b>					Highly Effective	Effective	Needs Improvement	Ineffective	N/A
1. Plans and schedules for program effectiveness									
2. Exhibits creativity, resourcefulness, and initiative									
3. Establishes/maintains appropriate goals for the counseling program									
4. Demonstrates knowledge of policies, regulations, programs, and resources both within and beyond the school system									
Comments:									

<b>SERVICE DELIVERY</b>					Highly Effective	Effective	Needs Improvement	Ineffective	N/A
1. Assesses student needs									
2. Assists students and teachers in the formulation of academic, personal/ social, and career plans based on the knowledge of student needs									
3. Provides responsive services: coordination, consultation, and counseling through individual, group, and school-wide programs									
4. Uses appropriate counseling techniques in individual, group, and/or classroom programs									
5. Maintains an effective relationship with parents/guardians and stakeholders									
6. Demonstrates flexibility									
Comments:									

<b>ORGANIZATION OF SETTING</b>		Highly Effective	Effective	Needs Improvement	Ineffective	N/A
1. Creates an environment of respect and rapport						
2. Manages student behaviors effectively						
3. Promotes an environment conducive to learning						
Comments:						

<b>RELATED PROFESSIONAL RESPONSIBILITIES</b>	
1. Demonstrates collaboration with colleagues to determine best practice to address student needs	The components in this domain will be considered in summative evaluations.
2. Exhibits professionalism and ethical practices	
3. Maintains appropriate records and submits them by prescribed deadlines	
Comments:	

<b>DISTRIBUTION:</b>
1-Counselor
2-Principal

Observer's Signature	Title
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Observer's Signature	Title
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Counselor's Signature*	Date Conference Held
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\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

**CECIL COUNTY PUBLIC SCHOOLS**  
**SCHOOL COUNSELOR SUMMATIVE EVALUATION**  
**FORM**

<input type="checkbox"/>	Tenured
<input type="checkbox"/>	Non-Tenured

Teacher:	Date:
School:	Content:

Based on the following observations: ☐ Formal Announced ☐ Informal  
☐ Formal Unannounced ☐ Narrative

	Highly Effective	Effective	Needs Improvement	Ineffective
1. Planning and Preparation	10	8	6	4
2. Service Delivery	20	16	12	8
3. Organization of Setting	10	8	6	4
4. Related Professional Responsibilities	10	8	6	4
<b>Professional Practices Subscore TOTAL</b>	<b>&gt;45</b>	<b>36-44</b>		<b>&lt;36</b>
Comments:				
<b>5. STUDENT ACHIEVEMENT</b>				
	HE	E	NI	InE
Academic Index	20	19	18	17
Student Learning Objective #1	15	12	9	7.5
Student Learning Objective #2	15	12	9	7.5
<b>Student Achievement Subscore TOTAL</b>	<b>≥45</b>	<b>36-44.5</b>		<b>&lt;36</b>
Comments:				
Domains 1 - 4: Summary Evaluation				
Domain 5: Summary Evaluation				
Final Evaluation	HE	E		InE
Comments:				

<b>DISTRIBUTION:</b>
1-Counselor
2- Principal

Evaluator's Signature	Title
Evaluator's Signature	Title
Counselor's Signature*	Date Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

Planning and Preparation		BUILDING COORDINATOR	
1. Adheres to state and federal regulations by gathering and disseminating appropriate documents for the special education process			
Prior to IEP meeting, building coordinator shall provide meeting invitation/notice, assessment reports, draft documents, cover letters, parental rights handbook, and any other related documentation in accordance with state and federal regulations.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>• Demonstrates extensive knowledge of federal and state regulations; is regarded as expert by colleagues.</li><li>• Proactively prepares necessary documents.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrates thorough knowledge of federal and state regulations.</li><li>• Accurately prepares necessary documents.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrates minimal knowledge of federal and state regulations.</li><li>• Documents are prepared, but include incomplete or inaccurate information.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrates little or no regard of federal and state regulations.</li><li>• Documents are not prepared, are missing, or contain numerous errors.</li></ul>

Planning and Preparation		BUILDING COORDINATOR	
2. Utilizes student assessments and observations to determine student needs			
Building coordinators will select and complete appropriate educational assessments and observations in accordance with district procedures.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Generates reports that are accurate and appropriate to the audience.</li><li>Clearly articulates the educational impact of assessment results and makes appropriate recommendations to family and staff to enhance student access and participation in the general education curriculum.</li></ul>	<ul style="list-style-type: none"><li>Generates reports that are accurate and appropriate to the audience.</li><li>Clearly articulates the educational impact of assessment results and makes appropriate recommendations to enhance student access and participation in the general education curriculum.</li></ul>	<ul style="list-style-type: none"><li>Generates reports that are accurate, but lack clarity and not always appropriate to the audience.</li><li>Articulates educational impact, but fails to make appropriate recommendations to enhance student access and participation in the general education curriculum.</li></ul>	<ul style="list-style-type: none"><li>Generates reports that are inaccurate or inappropriate to the audience.</li><li>Report does not speak to educational impact or provide relevant recommendations.</li></ul>

Planning and Preparation		BUILDING COORDINATOR	
3. Establishes and maintains clear procedures and timelines for the special education process			
Building coordinators will schedule appropriate meetings and communicate procedural expectations to appropriate IEP Team members in accordance with state and federal regulations.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Building coordinator has a highly efficient system for scheduling; timelines are always met.</li><li>Building coordinator has established a highly efficient system for notifying staff of upcoming meetings and procedural requirements.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator has an efficient system for scheduling; timelines are consistently met.</li><li>Building coordinator has established an efficient system for notifying staff of upcoming meetings and procedural requirements.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator has a system for scheduling; timelines are occasionally not met.</li><li>Building coordinator has established a system for notifying staff of upcoming meetings, but may be incomplete or inconsistently delivered.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator may have a system for scheduling; timelines are frequently not met.</li><li>There is no system for notifying staff of upcoming meetings, or system is inadequate.</li></ul>

Planning and Preparation		BUILDING COORDINATOR	
4. Facilitates IEP development			
Collaborates with appropriate IEP Team members to develop necessary draft documents.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Building coordinator initiates collaboration with IEP Team members in the development of special education documents, seeking out additional resources as necessary.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator collaborates with IEP Team members in the development of special education documents.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator collaborates with IEP Team members in the development of special education documents when specifically asked to do so.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator declines to collaborate with IEP Team members in the development of special education documents.</li></ul>

Service Delivery		BUILDING COORDINATOR	
1. Facilitates IEP meeting process			
Building coordinator follows county provided meeting agenda, including provision of parental rights handbook, stating the purpose of the meeting, introducing Team Members, discussing progress towards previous IEP goals, and facilitating development of the new IEP.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Building coordinator has developed and follows an efficient and consistent routine with regard to introductions, discussing progress, and facilitating development of the IEP, and has the special educator provide a hard copy of the progress report.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator has developed and follows an efficient and consistent routine with regard to introductions, discussing progress, and facilitating development of the IEP.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator has developed a routine with regard to introductions, discussing progress, and facilitating development of the IEP, but does not follow it consistently.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator has no consistent routine with regard to introductions, discussing progress, or facilitating development of the IEP.</li></ul>

Service Delivery		<i>BUILDING COORDINATOR</i>	
2. Maintains accurate and timely documents in accordance with district procedures.			
The building coordinator obtains signatures on appropriate documents in accordance with county guidelines, and state and federal regulations.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Building coordinator obtains appropriate signatures from IEP Team members and provides explanation for the purpose of the signature.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator obtains appropriate signatures from IEP Team members.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator fails to obtain appropriate signatures on all necessary documents.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator fails to obtain any appropriate signatures from IEP Team members.</li></ul>



Service Delivery		BUILDING COORDINATOR	
3. Synthesizes assessment data and revises IEP accordingly			
Building coordinator ensures that needs identified through assessment data are addressed through the development or revision of the IEP.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Building coordinator ensures that all pertinent assessment data is reviewed and thoroughly explained to IEP Team members.</li><li>Building coordinator ensures that student needs are clearly addressed through the IEP.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator ensures that all pertinent assessment data is reviewed.</li><li>Building coordinator ensures that student needs are addressed through the IEP.</li></ul>	<ul style="list-style-type: none"><li>Some pertinent assessment data is not reviewed.</li><li>Student needs addressed through IEP do not completely align with assessment data.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator fails to assure that pertinent assessment data is reviewed.</li><li>Building coordinator fails to ensure that student needs are addressed through the IEP or do not align with assessment data.</li></ul>

Managing the Learning Environment		BUILDING COORDINATOR	
1. Creates an environment of respect, and establishes and maintains norms of behavior during professional interactions			
The building coordinator sets the tone of the meeting by treating IEP Team members with dignity and respect by reinforcing expectations of the meeting and IEP Team member participation.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Building coordinator establishes clear norms of mutual respect for professional interaction.</li><li>Building coordinator provides reminders if/when team members deviate from group norms.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator establishes clear norms of mutual respect for professional interaction by modeling appropriate verbal and nonverbal communication.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator’s efforts to establish norms of mutual respect are partially successful.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator has established no norms of mutual respect; team members are frequently disrespectful in their interactions.</li></ul>

Managing the Learning Environment		BUILDING COORDINATOR	
2. Organizes time effectively			
The building coordinator maintains an appropriate pace throughout the meeting while allowing for the input of individual team members.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Building coordinator demonstrates efficient time management skills, allowing for active participation and productive discussion of all team members.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator demonstrates efficient time management skills, allowing for active participation of all team members.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator demonstrates time management skills inconsistently; not all team members are active participants.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator fails to manage time efficiently; participation by team members is limited or discouraged.</li></ul>

Managing the Learning Environment		<i>BUILDING COORDINATOR</i>	
3. Demonstrates flexibility and responsiveness			
Building coordinator demonstrates responsiveness to the needs of individual IEP Team members and will seek additional resources as needed.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Building coordinator is highly proactive in locating resources to answer questions or clarify ambiguous information.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator seeks additional resources when needed to answer questions or clarify ambiguous information.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator’s efforts to locate resources are partially successful, reflecting incomplete knowledge of what is available.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator fails to seek additional resources when needed to answer questions or clarify ambiguous information, even when specifically requested to do so.</li></ul>

Related Professional Responsibilities		<i>BUILDING COORDINATOR</i>	
1. Demonstrates professional growth and development [addressed during summative evaluations]			
The building coordinator participates in professional development provided by the school or district and independently pursues additional learning opportunities. The building coordinator both seeks information and contributes to the knowledge of others.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Building coordinator actively pursues professional development opportunities and makes a substantial contribution to the profession.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator seeks out opportunities for professional development based on an individual assessment of need.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator’s participation in professional development activities is limited to those that are convenient or are required.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator does not participate in professional development activities even when such activities are clearly needed for the enhancement of skills.</li></ul>

Related Professional Responsibilities		BUILDING COORDINATOR	
2. Shows professionalism, including integrity and confidentiality [addressed during summative evaluations]			
The building coordinator conducts him/herself in the business of the school honestly and ethically. Building coordinators adhere to principles of confidentiality and make decisions in the best interests of children. They comply with district and school policies and regulations in regard to such items as attendance, punctuality, and the use of school property.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Building coordinator can be counted on to hold the highest standards on honesty and integrity, and takes a leadership role with colleagues in respecting the norms of confidentiality.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator displays high standards of honesty and integrity in interactions with colleagues, and respects norms of confidentiality.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator displays dishonesty in interactions with colleagues or violates norms of confidentiality.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator displays dishonesty in interactions with colleagues and violates norms of confidentiality.</li></ul>

Related Professional Responsibilities		<i>BUILDING COORDINATOR</i>	
3. Performs non-instructional responsibilities [addressed during summative evaluations]			
Building coordinator assumes roles of leadership and support in activities not directly associated with the building coordinator role.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Building coordinator contributes to a positive school climate by assuming a leadership role on committees and school activities.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator contributes to a positive school climate by serving on committees and supporting school activities.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator avoids participating in school activities.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator refuses to participate in school activities even when asked.</li></ul>

Related Professional Responsibilities		BUILDING COORDINATOR	
4. Prepares for and/or attends state and local audit visits [addressed during summative evaluations]			
The building coordinator will provide appropriate documentation and actively participate in district and state audits.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Building coordinator responds to requests within given time line requirements, and provides appropriate records and documentation. Pursues opportunities to participate in state and local audits.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator responds to requests within given time line requirements, and provides appropriate records and documentation.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator requires frequent reminders to provide appropriate records and documentation.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator fails to respond to request for records and documentation.</li></ul>

Related Professional Responsibilities		BUILDING COORDINATOR	
5. Provides case management for Medical Assistance [addressed during summative evaluations]			
The building coordinator will make appropriate monthly contacts with students and/or parent/guardian, and maintain and submit required documentation in a timely manner			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Building coordinator has a schedule to ensure 100% compliance on a monthly basis and sends appropriate documentation to MA coordinator in a timely manner.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator provides case management to all students on a monthly basis and sends appropriate documentation to MA coordinator in a timely manner.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator provides case management but does not consistently make required monthly contact, or does not send appropriate documentation to MA coordinator in a timely manner.</li></ul>	<ul style="list-style-type: none"><li>Building coordinator fails to provide monthly case management for all students as evidenced by monthly compliance percentages.</li></ul>

**CECIL COUNTY PUBLIC SCHOOLS**  
**BUILDING COORDINATOR OBSERVATION FORM**

Teacher:		Date:	
School:		Time of Observation:	
Tenured	<input type="checkbox"/>	Non-Tenured	<input type="checkbox"/>
		Announced	<input type="checkbox"/>
		Unannounced	<input type="checkbox"/>
Activity Description:			
<b>PLANNING AND PREPARATION</b>		Highly Effective	Effective
		Needs Improvement	Ineffective
		N/A	
1. Adheres to state and federal regulations by gathering and disseminating appropriate documents for the special education process		<input type="checkbox"/>	<input type="checkbox"/>
2. Utilizes student assessments and observations to determine student needs		<input type="checkbox"/>	<input type="checkbox"/>
3. Establishes and maintains clear procedures and timelines for the special education process		<input type="checkbox"/>	<input type="checkbox"/>
4. Facilitates IEP development		<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

<b>SERVICE DELIVERY</b>		Highly Effective	Effective
		Needs Improvement	Ineffective
		N/A	
1. Facilitates the IEP meeting process		<input type="checkbox"/>	<input type="checkbox"/>
2. Maintains accurate and timely documents in accordance with district procedures		<input type="checkbox"/>	<input type="checkbox"/>
3. Synthesizes assessment data and revised IEP accordingly		<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

MANAGING THE LEARNING ENVIRONMENT		Highly Effective	Effective	Needs Improvement	Ineffective	N/A
1. Creates an environment of respect, and establishes and maintains norms of behavior during professional interactions						
2. Organizes time effectively						
3. Demonstrates flexibility and responsiveness						
Comments:						

RELATED PROFESSIONAL RESPONSIBILITIES	
1. Demonstrates professional growth and development	The components in this domain will be considered in summative evaluations.
2. Shows professionalism, integrity, and confidentiality	
3. Performs non-instructional responsibilities	
4. Prepares for and/or attends state and local audit visits	
5. Provides case management for Medical Assistance	
Comments:	

DISTRIBUTION:
1-Teacher
2-Principal

Observer's Signature	Title
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Observer's Signature	Title
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Teacher's Signature*	Date Conference Held
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\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.



# **CECIL COUNTY PUBLIC SCHOOLS** **BUILDING COORDINATOR SUMMATIVE EVALUATION FORM**

<input type="checkbox"/>	Tenured
<input type="checkbox"/>	Non-Tenured

Teacher:	Date:
School(s):	Content:

Based on the following observations:

<input type="checkbox"/>	Formal Announced	<input type="checkbox"/>	Informal
<input type="checkbox"/>	Formal Unannounced	<input type="checkbox"/>	Narrative

	Highly Effective	Effective	Needs Improvement	Ineffective
1. Planning and Preparation	10	8	6	4
2. Instructional Strategies	20	16	12	8
3. Managing the Learning Environment	10	8	6	4
4. Related Professional Responsibilities	10	8	6	4
<b>Professional Practices Subscore TOTAL</b>	<b>&gt;45</b>	<b>36-44</b>		<b>&lt;36</b>
Comments:				
5. STUDENT ACHIEVEMENT	HE	E	NI	InE
Academic Index	20	19	18	17
Student Learning Objective #1	15	12	9	7.5
Student Learning Objective #2	15	12	9	7.5
<b>Student Achievement Subscore TOTAL</b>	<b>≥45</b>	<b>36-44.5</b>		<b>&lt;36</b>
Comments:				
Domains 1 - 4: Summary Evaluation				
Domain 5: Summary Evaluation				
Final Evaluation	HE	E		InE
Comments:				

<b>DISTRIBUTION:</b>
1-Teacher
2-Principal

Evaluator's Signature	Title
Evaluator's Signature	Title
Teacher's Signature*	Date Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

Planning and Preparation		INSTRUCTIONAL COACH	
1. Aligns professional development with the Maryland Professional Development Standards, CCPS philosophical framework, and/or school improvement plan			
The professional developer selects professional development standards for the instructional session that aligns with the professional development experience. These standards are in accordance with the CCPS philosophical framework and address the school improvement plan as applicable.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Standard(s) addressed is <i>intentionally</i> aligned to the professional development experience, the CCPS philosophical framework, and/or the school improvement plan.</li></ul>	<ul style="list-style-type: none"><li>Standard(s) is aligned to the professional development experience.</li></ul>	<ul style="list-style-type: none"><li>Standard(s) is not aligned to the professional development experience.</li></ul>	<ul style="list-style-type: none"><li>No evidence of standard(s).</li></ul>

Planning and Preparation		INSTRUCTIONAL COACH	
2. Utilizes qualitative and/or quantitative data for planning and/or reflection			
The professional developer uses formal and/or informal data to plan the components of professional development and to prepare for the delivery of the sessions. The professional developer plans for monitoring of participant learning. The professional developer plans for meaningful and purposeful feedback.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>• Uses data results to plan differentiated professional development.</li><li>• Plans opportunities to assess participant learning during the session that are appropriate, suitable to the situation, and varied to support the learning purpose.</li><li>• Plans for feedback are directly related to the outcome(s) and measure participant learning and the affective domain.</li></ul>	<ul style="list-style-type: none"><li>• Uses relevant data to plan.</li><li>• Plans opportunities to assess participant learning during the session that are appropriate and suitable to the situation.</li><li>• Plans for feedback are directly related to the outcome(s) and measure participant learning.</li></ul>	<ul style="list-style-type: none"><li>• Uses irrelevant or misinterpreted data to plan.</li><li>• Plans opportunities to assess participant learning during the session that are partially suitable to the situation.</li><li>• Plans for feedback are not aligned to the stated outcome(s).</li></ul>	<ul style="list-style-type: none"><li>• Data is not used to plan.</li><li>• No planned opportunities to assess participant learning during the session.</li><li>• No feedback was planned.</li></ul>

Planning and Preparation		INSTRUCTIONAL COACH	
3. Designs coherent professional development			
The professional developer selects and sequences activities that engage participants as they move through levels of complexity and depth of knowledge toward outcomes.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Plans learning activities that are highly structured and clearly connected to support movement through levels of complexity and depth of knowledge.</li></ul>	<ul style="list-style-type: none"><li>Plans learning activities that are structured and logically connected to support movement through levels of complexity and depth of knowledge.</li></ul>	<ul style="list-style-type: none"><li>Plans learning activities that are partially connected and/or structured.</li></ul>	<ul style="list-style-type: none"><li>Plans learning activities that are not logically connected and/or structured.</li></ul>

Planning and Preparation		INSTRUCTIONAL COACH	
4. Demonstrates knowledge of participants in order to differentiate professional development			
The professional developer demonstrates an understanding of the unique learning needs, styles, interests, and prior knowledge of the participants to plan effective professional development as demonstrated by designing activities and adjusting strategies to meet differentiated needs of the participants.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Planning reflects a deep understanding of current adult learning theory as well as embeds and adjusts those practices throughout professional development sessions.</li></ul>	<ul style="list-style-type: none"><li>Planning reflects understanding of current adult learning theory practices.</li></ul>	<ul style="list-style-type: none"><li>Planning reflects partial understanding of current adult learning theory practices.</li></ul>	<ul style="list-style-type: none"><li>Planning does not reflect an understanding of current adult learning theory practices.</li></ul>

Planning and Preparation			INSTRUCTIONAL COACH				
5. Demonstrates knowledge of content, professional development structures, and current research to plan appropriate professional development							
The professional developer demonstrates an accurate understanding of content and utilizes relevant resources to guide participants toward understanding and mastery.							
Highly Effective		Effective		Needs Improvement		Ineffective	
• Displays extensive knowledge of the important concepts and/or research and how these relate to one another.		• Displays knowledge of the important concepts and/or research and how these relate to one another.		• Displays limited knowledge of the important concepts and/or research.		• Displays lack of knowledge of important concepts and/or research.	

Service Delivery		INSTRUCTIONAL COACH	
1. Engages participants in learning activities			
The professional developer facilitates learning experiences in which participants are engaged and involved with the construction of understanding.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Strategies are utilized so that all participants have an equal opportunity to be cognitively engaged throughout the entire session.</li></ul>	<ul style="list-style-type: none"><li>Strategies are utilized so that most participants have an equal opportunity to be cognitively engaged.</li></ul>	<ul style="list-style-type: none"><li>Strategies do not allow all participants to have an equal opportunity to be cognitively engaged.</li></ul>	<ul style="list-style-type: none"><li>Strategies for engagement are not utilized.</li></ul>

Service Delivery		INSTRUCTIONAL COACH	
2. Uses effective questioning and discussion techniques			
The professional developer poses questions and discussion prompts to promote high-level thinking so that participants can make connections, draw conclusions, and form generalizations about session content.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Questions and discussion prompts reflect various levels of cognitive demand and appropriate scaffolding that promote thoughtful responses.</li></ul>	<ul style="list-style-type: none"><li>Questions and discussion prompts reflect various levels of cognitive demand that promote thoughtful responses.</li></ul>	<ul style="list-style-type: none"><li>Questions and discussion prompts do not reflect various levels of cognitive demand.</li></ul>	<ul style="list-style-type: none"><li>Questions or discussion prompts are not utilized.</li></ul>

Service Delivery		INSTRUCTIONAL COACH	
3. Monitors participant learning			
The professional developer assesses participant understanding for the purposes of adjusting delivery in the current session and/or future sessions.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Actively and systematically elicits information from all participants regarding their understanding to adjust delivery of content.</li></ul>	<ul style="list-style-type: none"><li>Actively and systematically elicits information from selected participants regarding their understanding to adjust delivery of content.</li></ul>	<ul style="list-style-type: none"><li>Monitors the progress of the participant group as a whole but elicits no information.</li></ul>	<ul style="list-style-type: none"><li>Does not monitor participant learning.</li></ul>

Service Delivery		INSTRUCTIONAL COACH	
4. Demonstrates accurate content knowledge			
The professional developer demonstrates an accurate understanding of the content.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.</li></ul>	<ul style="list-style-type: none"><li>Displays knowledge of the important concepts in the discipline and how these relate to one another.</li></ul>	<ul style="list-style-type: none"><li>Displays limited knowledge of the important concepts in the discipline.</li></ul>	<ul style="list-style-type: none"><li>Makes content errors.</li></ul>

Content here means “professional development content,” “instructional strategies content,” “the gifted child,” etc.

Service Delivery		INSTRUCTIONAL COACH	
5. Communicates clearly with participants			
The professional developer’s verbal and written communication is clear and appropriate to participants’ teaching experiences, backgrounds, and levels of understanding.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Communication(s) for learning, directions, procedures, and explanations of content are <i>completely</i> clear to participants. Clarification is provided as needed.</li><li>The professional developer’s oral and written language reflects standard English in a manner that enriches the session.</li></ul>	<ul style="list-style-type: none"><li>Communication(s) for learning, directions, procedures, and explanations of content are clear to participants. Clarification is provided as needed.</li><li>The professional developer’s oral and written language reflects standard English.</li></ul>	<ul style="list-style-type: none"><li>Communication(s) for learning, directions, procedures, and explanations of content are not always clear.</li><li>The professional developer’s oral or written language does not reflect standard English.</li></ul>	<ul style="list-style-type: none"><li>Communication(s) for learning, directions, procedures, and explanations of content are confusing to participants.</li><li>The professional developer’s oral and written language does not reflect standard English.</li></ul>

Service Delivery		INSTRUCTIONAL COACH	
6. Demonstrates flexibility and responsiveness			
The professional developer demonstrates flexibility and responds to participants’ learning and performance by adjusting the session as needed.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Adjusts the session based on the needs of participants, embracing spontaneous learning opportunities that maximize the session for all participants.</li></ul>	<ul style="list-style-type: none"><li>Adjusts the session based on the needs of participants, embracing spontaneous learning opportunities.</li></ul>	<ul style="list-style-type: none"><li>Adheres to the session instructional plan even though an adjustment is needed.</li></ul>	<ul style="list-style-type: none"><li>Is unaware when an adjustment is needed.</li></ul>



Managing the Learning Environment				<i>INSTRUCTIONAL COACH</i>
<b>1. Creates an environment of respect and rapport</b>				
The professional developer creates a learning environment based upon the partnership principles of choice, voice, equality, praxis, reflection, dialogue, and reciprocity.				
Highly Effective	Effective	Needs Improvement	Ineffective	
<ul style="list-style-type: none"> <li>Interactions with participants are consistently caring, respectful, and appropriate to professional culture.</li> </ul>	<ul style="list-style-type: none"> <li>Interactions with participants are caring, respectful, and appropriate to professional culture.</li> </ul>	<ul style="list-style-type: none"> <li>Interactions with participants are not consistently caring, respectful, and appropriate to professional culture.</li> </ul>	<ul style="list-style-type: none"> <li>Interactions with participants are not caring, respectful, and appropriate to professional culture.</li> </ul>	

Managing the Learning Environment				<i>INSTRUCTIONAL COACH</i>
<b>2. Supports a collaborative culture for learning</b>				
The professional developer works in collaboration with participants to establish a safe and inclusive culture for learning that embraces the partnership principles.				
Highly Effective	Effective	Needs Improvement	Ineffective	
<ul style="list-style-type: none"> <li>Establishes clear norms of mutual respect for professional interaction and revisits the norms when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes clear norms of mutual respect for professional interaction.</li> </ul>	<ul style="list-style-type: none"> <li>Established norms of mutual respect are not effective.</li> </ul>	<ul style="list-style-type: none"> <li>No norms of mutual respect are established.</li> </ul>	

Related Professional Responsibilities			<i>INSTRUCTIONAL COACH</i>
<b>1. Maintains accurate and timely records [addressed during summative evaluations]</b>			
The professional developer completes record keeping tasks accurately and follows established time lines.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Accurately and consistently completes record keeping tasks in an appropriate time line.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately completes record keeping tasks in an appropriate time line.</li> </ul>	<ul style="list-style-type: none"> <li>Record keeping tasks are not accurately completed and/or are not completed within the appropriate time line.</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of record keeping.</li> </ul>

Related Professional Responsibilities			<i>INSTRUCTIONAL COACH</i>
<b>2. Demonstrates professional growth and development [addressed during summative evaluations]</b>			
The professional developer participates in professional development opportunities and independently pursues additional learning opportunities related to the content or processes of education. The professional developer both seeks information and contributes to the knowledge of others when participating in a professional learning community.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Seeks multiple opportunities to learn new content, embrace new technologies, and/or attempt new strategies.</li> <li>Demonstrates leadership in forming/maintaining a peer-facilitated, professional learning community.</li> <li>Actively pursues advance certification ahead of required SPC/APC renewal cycles.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in optional learning opportunities as well as those assigned by administrators.</li> <li>Attends and fully participates in peer-facilitated professional learning community sessions.</li> <li>Maintains current certification within time lines required of MSDE.</li> </ul>	<ul style="list-style-type: none"> <li>Avoids participation in assigned learning opportunities, or minimally attends without personal engagement.</li> <li>Does not contribute to peer-facilitated professional learning community efforts, even when time is provided during the workday.</li> <li>Ongoing certification is in jeopardy in the absence of required coursework or related activities.</li> </ul>	<ul style="list-style-type: none"> <li>Does not participate in assigned learning opportunities.</li> <li>Does not attend professional development opportunities.</li> <li>Allows certification to lapse.</li> </ul>

Related Professional Responsibilities			<i>INSTRUCTIONAL COACH</i>
<b>3. Performs related professional responsibilities [addressed during summative evaluations]</b>			
The professional developer acts as a responsible citizen of the school/system community, assumes leadership roles, and supports the school/system's educational programs.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Takes on roles of leadership and organization for school/system-wide programs and events.</li> <li>Is a positive “ambassador” for the system/school and embodies the values and vision of the system/school in active outreach opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Voluntarily supports and participates in school/system-wide programs and events.</li> <li>Is fully supportive of the system/school's vision and works to fulfill the system/school's announced mission.</li> </ul>	<ul style="list-style-type: none"> <li>Nominally participates in school/system-wide programs and activities when required.</li> <li>Is not overtly negative or disrespectful of the system/school's vision, and is generally compliant.</li> </ul>	<ul style="list-style-type: none"> <li>Disregards school/ system-wide initiatives and activities.</li> <li>Communicates negative feelings and disregard for the system/school's vision and general operating procedures.</li> </ul>

Related Professional Responsibilities			INSTRUCTIONAL COACH
<b>4. Demonstrates professionalism [addressed during summative evaluations]</b>			
The professional developer demonstrates ethical conduct in the business of the school system. The professional developer adheres to principles of confidentiality and makes decisions in the best interests of students/teachers. The professional developer complies with system and school policies and regulations in regard to such items as attendance, punctuality, appearance, language, demeanor, and the use of school property.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>• Can be counted on to hold the highest standard of honesty in interactions with colleagues, students, and the public.</li> <li>• Handles all confidential matters with highest level of integrity.</li> <li>• Is rarely absent except as required or requested for professional duties and maintains attendance according to district policies and procedures.</li> <li>• Serves as a model of professional appearance, appropriate language, demeanor, and use of school property in and beyond the school day.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays honesty in interactions with colleagues, students, and the public.</li> <li>• Maintains confidentiality of information.</li> <li>• Maintains attendance according to district policies and procedures.</li> <li>• Meets established guidelines for professional appearance and displays appropriate language, demeanor, and use of school property in school settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays a questionable standard of honesty in interactions with colleagues, students, and the public.</li> <li>• Nominally maintains confidentiality of information.</li> <li>• Does not consistently maintain attendance according to district policies and procedures.</li> <li>• Does not consistently meet established guidelines for professional appearance, nor consistently displays appropriate language, demeanor, and use of school property in school settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays dishonesty in interactions with colleagues, students, and the public.</li> <li>• Does not maintain confidentiality of information.</li> <li>• Does not maintain attendance according to district policies and procedures.</li> <li>• Shows disregard of established guidelines for professional appearance, language, demeanor, and use of school property in school settings.</li> </ul>

**CECIL COUNTY PUBLIC SCHOOLS**  
**INSTRUCTIONAL COACH OBSERVATION FORM**

Teacher:		Date:				
School:		Time of Observation:				
Tenured	<input type="checkbox"/>	Non-Tenured	<input type="checkbox"/>			
Announced		<input type="checkbox"/>	Unannounced		<input type="checkbox"/>	
Activity Description:						

<b>PLANNING AND PREPARATION</b>	Highly Effective	Effective	Needs Improvement	Ineffective	N/A
1. Aligns professional development with the Maryland Professional Development Standards, CCPS philosophical framework, and/or SIP					
2. Utilizes qualitative and/or quantitative data for planning and/or reflection					
3. Designs coherent professional development					
4. Demonstrates knowledge of participants in order to differentiate professional development					
5. Demonstrates knowledge of content, professional development structures, and current research to plan appropriate professional development					
Comments:					

<b>SERVICE DELIVERY</b>	Highly Effective	Effective	Needs Improvement	Ineffective	N/A
1. Engages participants in learning activities					
2. Uses effective questioning and discussion techniques					
3. Monitors participant learning					
4. Demonstrates accurate content knowledge					
5. Communicates clearly with participants					
6. Demonstrates flexibility and responsiveness					
Comments:					

<b>MANAGING THE LEARNING ENVIRONMENT</b>		Highly Effective	Effective	Needs Improvement	Ineffective	N/A
1. Creates an environment of respect and rapport						
2. Supports a collaborative culture for learning						
Comments:						

<b>RELATED PROFESSIONAL RESPONSIBILITIES</b>	
1. Maintains accurate and timely records	The components in this domain will be considered in summative evaluations.
2. Demonstrates professional growth and development	
3. Performs related professional responsibilities	
4. Demonstrates professionalism	
Comments:	

<b>DISTRIBUTION:</b>
1-Teacher
2-Instructional Coordinator or Program Facilitator

Observer's Signature	Title
Observer's Signature	Title
Teacher's Signature*	Date Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

# CECIL COUNTY PUBLIC SCHOOLS

## INSTRUCTIONAL COACH SUMMATIVE EVALUATION FORM

<input type="checkbox"/>	Tenured
<input type="checkbox"/>	Non-Tenured

Teacher:	Date:
School:	Content:

Based on the following observations:

<input type="checkbox"/>	Formal Announced	<input type="checkbox"/>	Informal
<input type="checkbox"/>	Formal Unannounced	<input type="checkbox"/>	Narrative

	Highly Effective	Effective	Needs Improvement	Ineffective
1. Planning and Preparation	10	8	6	4
2. Instructional Strategies	20	16	12	8
3. Managing the Learning Environment	10	8	6	4
4. Related Professional Responsibilities	10	8	6	4
<b>Professional Practices Subscore TOTAL</b>	<b>&gt;45</b>	<b>36-44</b>		<b>&lt;36</b>

Comments:

5. STUDENT ACHIEVEMENT	HE	E	NI	InE
Academic Index	20	19	18	17
Student Learning Objective #1	15	12	9	7.5
Student Learning Objective #2	15	12	9	7.5
<b>Student Achievement Subscore TOTAL</b>	<b>≥45</b>	<b>36-44.5</b>		<b>&lt;36</b>

Comments:

Domains 1 - 4: Summary Evaluation				
Domain 5: Summary Evaluation				
Final Evaluation	HE	E		InE

Comments:

<b>DISTRIBUTION:</b>
1-Teacher
2-Instructional Coordinator or Program Facilitator

Evaluator's Signature	Title
Evaluator's Signature	Title
Teacher's Signature*	Date Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

**Media specialists will be observed and evaluated on the standard teacher rubric and scheme.  
This DOMAIN is an additional domain for them.**

<b>Media Center Program Management</b>			<b><i>MEDIA SPECIALIST</i></b>
<b>1. Establishes and maintains appropriate program goals</b>			
The media specialist uses knowledge of current trends and content standards to set program goals and evidence is collected to monitor growth towards those goals. The media specialist actively seeks out varied forms of professional development.			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>
<ul style="list-style-type: none"> <li>• Demonstrates rich understanding of literature and of current trends in information technology by drawing on extensive professional resources.</li> <li>• Takes on leadership role within the schools and district to articulate the needs of students for information technology within the school's academic program.</li> <li>• Sets highly appropriate goals to the situation in the school and to the age of the students, and have been developed following consultations with students and colleagues.</li> <li>• Creates evaluation plan that is highly sophisticated, with imaginative sources of evidence and a clear path</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge of literature and of current trends in practice and information technology.</li> <li>• Demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.</li> <li>• Sets clear and appropriate goals to the situation in the school and to the age of the students.</li> <li>• Creates evaluation plan that is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of literature and of current trends in practice and information technology.</li> <li>• Demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.</li> <li>• Sets rudimentary and partially suitable goals to the situation in the school and the age of the students.</li> <li>• Creates a rudimentary plan to evaluate the library/media program.</li> <li>• States the importance of seeking information and reading literature without modeling.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little or no knowledge of literature and of current trends in practice and information technology.</li> <li>• Demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.</li> <li>• Sets no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.</li> <li>• Fails to create a plan to evaluate the program or resists suggestions that such an evaluation is important.</li> <li>• Does not support the importance of seeking</li> </ul>



<p>toward improving the program on an ongoing basis.</p> <ul style="list-style-type: none"> <li>• Models and engages students in the essential nature of seeking information and reading literature.</li> <li>• Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Models the importance of seeking information and reading literature.</li> <li>• Seeks out opportunities for professional development based on an individual assessment of need.</li> </ul>	<ul style="list-style-type: none"> <li>• Limits professional development activities to those that are convenient or required.</li> </ul>	<p>information and reading literature.</p> <ul style="list-style-type: none"> <li>• Chooses not to participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.</li> </ul>
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**2. Schedules and plans for media program**

The media specialist designs a plan for the media program that supports collaboration with classroom teachers. The media specialist shares knowledge of the many available resources in the school, district, and community.

Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>• Demonstrates full awareness of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.</li> <li>• Creates a plan taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the highly coherent plan has been developed after consultation with teachers.</li> <li>• Initiates and strengthens collaboration with classroom teachers in the design of instructional lessons and units.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates strong awareness of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</li> <li>• Creates a well-designed plan to support both teachers and students in their information needs.</li> <li>• Initiates collaboration with classroom teachers in the design of instructional lessons and units.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</li> <li>• Creates a plan with guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.</li> <li>• Collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</li> <li>• Creates a random collection of unrelated activities, lacking coherence or an overall structure.</li> <li>• Declines to collaborate with classroom teachers in the design of instructional lessons and units.</li> </ul>

**3. Organizes physical space to facilitate access to information**

The media specialist maintains and arranges the resources and work areas to make effective use of the physical space.

Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.</li> <li>Arranges work areas to streamline the various administrative tasks inherent to running the library.</li> <li>Maintains resources well and ensures they are easy to locate. Displays are designed to stimulate interest in reading and inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to learning areas and computer use.</li> <li>Arranges work areas to support the various administrative tasks inherent to running the library.</li> <li>Maintains resources and ensures they are easy to locate.</li> </ul>	<ul style="list-style-type: none"> <li>Efforts to make use of the physical environment are uneven, resulting in occasional confusion.</li> <li>Arranges an ineffective work area that may or may not support the various administrative tasks inherent to running the library.</li> <li>Maintains some resources and they may or may not be easy to locate, resulting in occasional confusion.</li> </ul>	<ul style="list-style-type: none"> <li>Makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.</li> <li>Does not designate work areas for administrative tasks.</li> <li>Fails to maintain resources. Resources are difficult to locate resulting in general confusion.</li> </ul>

**Media Center Program Management*****MEDIA SPECIALIST*****4. Follows district media programs and policies**

The media specialist complies with all program and district policies.

Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>• Takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.</li><li>• Consistently submits inventories and reports on time. The database is maintained.</li><li>• Refers to and follows CCPS library manual policies. Suggests improvements to those policies and procedures.</li></ul>	<ul style="list-style-type: none"><li>• Adheres carefully to copyright laws.</li><li>• Submits inventories and reports on time. The database is maintained.</li><li>• Refers to and follows CCPS library manual policies.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrates awareness of copyright laws, but applies them inconsistently.</li><li>• Submits inventories and reports late sometimes. The database is maintained.</li><li>• Shows some awareness of CCPS library manual policies.</li></ul>	<ul style="list-style-type: none"><li>• Ignores or violates copyright laws.</li><li>• Routinely submits incomplete or late inventories and reports.</li><li>• Ignores CCPS library manual policies.</li></ul>

Media Center Program Management			<i>MEDIA SPECIALIST</i>
5. Budgets to build and maintain a collection of appropriate materials and equipment			
The media specialist builds and maintains a collection that supports the needs and requests of all stakeholders.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>• Selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.</li> <li>• Anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures.</li> <li>• Anticipates the shifting needs and interests of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.</li> <li>• Honors teacher input when preparing requisitions and budgets and follows established procedures.</li> <li>• Consistently supports a variety of student needs and interests (SpEd, ESL, High-lo).</li> </ul>	<ul style="list-style-type: none"> <li>• Partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.</li> <li>• Attempts to prepare budgets, but is partially successful, responding sometimes to teacher input and following procedures.</li> <li>• Attempts to support a variety of student needs and interests (SpEd, ESL, High-Lo).</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to adhere to district or professional guidelines in selecting materials for the collection, and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.</li> <li>• Ignores teacher input when preparing requisitions and budgets or does not follow established procedures.</li> <li>• Fails to consider student needs and interests.</li> </ul>

**Media Center Program Management*****MEDIA SPECIALIST*****6. Provides appropriate services to stakeholders**

The media specialist builds relationships with stakeholders through services such as technology instruction, community outreach, and participation at school and district events.

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>
<ul style="list-style-type: none"><li>• Proactive in initiating sessions to assist students and teachers in the use of technology in the LMC.</li><li>• Proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.</li><li>• Makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.</li></ul>	<ul style="list-style-type: none"><li>• Initiates sessions to assist students and teachers in the use of technology in the LMC.</li><li>• Engages in outreach efforts to parents and the larger community.</li><li>• Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</li></ul>	<ul style="list-style-type: none"><li>• Assists students and teachers in the use of technology in the LMC when specifically asked to do so.</li><li>• Makes sporadic efforts to engage in outreach efforts to parents or the larger community.</li><li>• Relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.</li></ul>	<ul style="list-style-type: none"><li>• Declines to assist students and teachers in the use of technology in the LMC.</li><li>• Makes no effort to engage in outreach efforts to parents or the larger community.</li><li>• Relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.</li></ul>

**CECIL COUNTY PUBLIC SCHOOLS**  
**MEDIA SPECIALIST/CLASSROOM TEACHER OBSERVATION FORM**

Teacher:				Date:	
School:		Grade/Content:		Time of Observation:	
Tenured	<input type="checkbox"/>	Non-Tenured	<input type="checkbox"/>	Announced	<input type="checkbox"/>
Unannounced <input type="checkbox"/>					
Lesson summary:					
<b>PLANNING AND PREPARATION</b>				Highly Effective	Effective
6. Focuses lesson on curriculum outcomes/indicators					
7. Utilizes student assessments congruent with learning outcomes					
8. Designs coherent instruction with appropriate pace and sequence of the lesson					
9. Demonstrates understanding of student interests, background, and needs					
10. Demonstrates knowledge of content to plan appropriate instruction					
Comments:					

<b>INSTRUCTIONAL STRATEGIES</b>				Highly Effective	Effective
7. Engages students in learning activities					
8. Uses effective questioning and discussion techniques					
9. Monitors student learning throughout lesson					
10. Demonstrates accurate content knowledge					
11. Communicates clearly and accurately with students					
12. Demonstrates flexibility and responsiveness					
Comments:					

<b>MANAGING THE CLASSROOM/LEARNING ENVIRONMENT</b>				Highly Effective	Effective
6. Creates an environment of respect and rapport					
7. Establishes culture for learning					
8. Establishes, communicates, and maintains rules and procedures					
9. Manages student behavior					
10. Organizes classroom for safety and instructional effectiveness					
Comments:					

<b>MEDIA CENTER PROGRAM MANAGEMENT</b>		Highly Effective	Effective	Needs Improvement	Ineffective	N/A
1. Establishes and maintains appropriate program goals						
2. Schedules and plans for media program						
3. Organizes physical space to facilitate access to information						
4. Budgets to build and maintain a collection of appropriate materials and equipment						
5. Provides appropriate services to stakeholders						
Comments:						

<b>RELATED PROFESSIONAL RESPONSIBILITIES</b>	
6. Maintains accurate and timely records	The components in this domain will be considered in summative evaluations.
7. Demonstrates professional growth and development	
8. Communicates effectively with families	
9. Performs non-instructional responsibilities	
10. Shows professionalism and integrity	
Comments:	

<b>DISTRIBUTION:</b>
1-Teacher
2-Principal

Observer's Signature	Title
Observer's Signature	Title
Teacher's Signature*	Date Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.



**CECIL COUNTY PUBLIC SCHOOLS**  
**SUPPLEMENTAL MEDIA SPECIALIST OBSERVATION FORM**

Media Specialist:	Date:
School:	Time of Observation:
Tenured <input type="checkbox"/> Non-Tenured <input type="checkbox"/>	Announced <input type="checkbox"/> Unannounced <input type="checkbox"/>
Activity Description:	

<b>MEDIA CENTER PROGRAM MANAGEMENT</b>	
6.	Establishes and maintains appropriate program goals
7.	Schedules and plans for media program
8.	Organizes physical space to facilitate access to information
9.	Budgets to build and maintain a collection of appropriate materials and equipment
10.	Provides appropriate services to stakeholders
Comments:	

DISTRIBUTION:
1-Media Specialist
2-Principal

Observer's Signature	Title
Observer's Signature	Title

Media Specialist's Signature*	Date Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

# **CECIL COUNTY PUBLIC SCHOOLS** **MEDIA SPECIALIST SUMMATIVE EVALUATION FORM**

<input type="checkbox"/>	Tenured
<input type="checkbox"/>	Non-Tenured

Teacher:	Date:
School:	Content:

Based on the following observations:

<input type="checkbox"/>	Formal Announced	<input type="checkbox"/>	Informal
<input type="checkbox"/>	Formal Unannounced	<input type="checkbox"/>	Narrative

	Highly Effective	Effective	Needs Improvement	Ineffective
1. Planning and Preparation	10	8	6	4
2. Instructional Strategies	10	8	6	4
3. Managing the Classroom/Learning Environment	10	8	6	4
4. Related Professional Responsibilities	10	8	6	4
5. Media Center Program Management	10	8	6	4
<b>Professional Practices Subscore TOTAL</b>	>45	36-44		<36
Comments:				
6. STUDENT ACHIEVEMENT				
Academic Index	20	19	18	17
Student Learning Objective #1	15	12	9	7.5
Student Learning Objective #2	15	12	9	7.5
<b>Student Achievement Subscore TOTAL</b>	≥45	36-44.5		<36
Domains 1 - 4: Summary Evaluation				
Domain 5: Summary Evaluation				
Final Evaluation				
	HE	E		InE
Comments:				

<b>DISTRIBUTION:</b>
1-Media Specialist
2-Principal

\_\_\_\_\_  
 Evaluator's Signature Title

\_\_\_\_\_  
 Evaluator's Signature Title

\_\_\_\_\_  
 Media Specialist's Signature\* Date Conference Held

*\*Indicates copy has been received; does not necessarily indicate agreement with observation. The teacher may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.*

Planning and Preparation		SCHOOL PSYCHOLOGIST	
1. Considers the goals, objectives, content, referral question, and other aspects of the student(s) educational program when designing the activity			
School psychologists plan for quality service using a comprehensive approach that combines knowledge of the student’s interests, background, and needs.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>• Demonstrates extensive knowledge of student(s) backgrounds, skills, interests, and needs; uses this knowledge to plan for participant learning or growth.</li><li>• Meets effective standards; assessment and consultation feedback provide clear conclusions and recommendations.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrates thorough knowledge of student(s) backgrounds, skills, interests, and needs; uses this knowledge to plan for participant learning or growth.</li><li>• Responds to referrals in a timely manner, is clear and concise; assessment and consultation feedback is provided in a clear manner, without overuse of confusing professional jargon.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrates partial knowledge of student(s) backgrounds, skills, interests, and needs; attempts to use this knowledge to plan for participant learning or growth.</li><li>• Responds to referrals; provides feedback that is related to the referral but is basic in nature and scope.</li></ul>	<ul style="list-style-type: none"><li>• Makes little or no attempt to acquire knowledge of student(s) backgrounds, skills, interests, and needs; does not use information in planning.</li><li>• Is consistently late in responding to referrals; provides feedback in a manner that is difficult for parents and colleagues to understand and/or does not relate to the reason for referral.</li></ul>

Planning and Preparation		SCHOOL PSYCHOLOGIST	
2. Has a clear goal/objective of what will be learned/accomplished during the activity			
The school psychologist establishes goals for each activity (assessment, guidance, support) and makes these goals clear to all participants to enlist the collaborative efforts of all.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Goals/objectives are specific, clearly stated, understood, aligned with the needs of all participants, and are measurable.</li></ul>	<ul style="list-style-type: none"><li>Goals/objectives are stated, understood by most participants, and aligned.</li></ul>	<ul style="list-style-type: none"><li>Goals/objectives are broad, somewhat clear, and are marginally related to participant(s) needs.</li></ul>	<ul style="list-style-type: none"><li>Goals/objectives are not specific, unclear, and unrelated to the needs of all participants.</li></ul>

Planning and Preparation		SCHOOL PSYCHOLOGIST	
3. Includes a variety of activities which contribute to the attainment of the learning objective			
The school psychologist has a wide repertoire of activities and resources to employ in each learning/ assessment scenario. The selection of the most appropriate processes and materials is guided by the unique characteristics of each student.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Selects a wide variety of activities, materials, and resources appropriate to the participant’s individual factors including current age, ability, culture, and/or behavioral needs. Techniques are creative, highly effective and adapted for individual differences. Participants are responsive and are highly engaged in activities.</li></ul>	<ul style="list-style-type: none"><li>Selects a variety of activities, materials, and resources appropriate to the participant’s individual factors including current age, ability, culture, and/or behavioral needs. Techniques are effective and adapted for individual differences. Participants display responsiveness and engagement in activities.</li></ul>	<ul style="list-style-type: none"><li>Selects a limited number of activities and materials during service delivery. Activities are not adapted consistently. Participants display some inconsistent responsiveness and engagement in the activities.</li></ul>	<ul style="list-style-type: none"><li>Selects activities and interventions that are inappropriate. Activities are undifferentiated to participants’ needs. Participants appear unresponsive and disengaged from activities.</li></ul>

**Planning and Preparation****SCHOOL PSYCHOLOGIST****4. Demonstrates knowledge of applicable policies, procedures, and resources related to the objective**

The school psychologist understands and adheres to county policy, state regulations and best professional practice standards. This mastery of the processes and procedures lends credibility to the observations made and services provided.

Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Meets effective standards; proficiently assists schools to maintain compliance with all mandated regulations and assists those in need of staff development. Is able to articulate and demonstrates exemplary knowledge of community resources.</li><li>Uses a wide range of psychological and educational instruments to evaluate students. Remains current in the field of psychological evaluation. Effectively integrates data collected and answers the referral question. Assessments are consistently comprehensive in scope to investigate a broad range of concerns.</li></ul>	<ul style="list-style-type: none"><li>Is knowledgeable of laws, procedures, regulations, policies, and professional best practice standards. Can consistently explain/ articulate the different laws associated to the objective. Is able to articulate where to find information on community resources.</li><li>Appropriately selects and uses psychological and educational instruments to evaluate students and answer the referral question. Knows the proper situations in which each should be used. Integrates the data collected to answer the referral question. Ensures that all procedures and safeguards are faithfully adhered to.</li></ul>	<ul style="list-style-type: none"><li>Can state some of the regulations (one consistently, but not integrated). Is unable to consistently articulate where to find information on community resources.</li><li>Selects and uses a limited number of psychological and educational instruments (for the referral question) to evaluate students. Demonstrates limited utilization of assessment instruments and little to no variation or deviation between standard formats. Does not consistently follow established procedures and guidelines.</li></ul>	<ul style="list-style-type: none"><li>Cannot articulate many (if any) of the state, federal, or CCPS regulations related to the objective. Has little or no knowledge of local resources.</li><li>Demonstrates minimal knowledge in selecting and using psychological and educational instruments to evaluate students. Selects instruments that are inappropriate to the situation or referral concern. Does not utilize psychological and educational instruments consistent with acceptable practice</li></ul>

Service Delivery		SCHOOL PSYCHOLOGIST	
1. Verbal and written communication is clear, concise, and appropriate to the setting and audience			
The school psychologist must use precise, accurate language that provides clear communication to the audience. Findings and observations are explained in a way that is clear to all participants.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Uses highly developed communication skills such as active listening, summarizing, paraphrasing, and clarifying. Oral and written communication is consistently accurate. Communication is clear, goal-directed, easily understood, and responsive to the needs of the targeted audience. Possible participant(s) misconceptions are anticipated and addressed.</li></ul>	<ul style="list-style-type: none"><li>Communicates clearly and accurately without overusing confusing professional jargon to participant(s), both orally and in writing. Communication is appropriate to audience’s age, ability, culture, and/or needs. Encourages two-way communications and responds to audience questions/input.</li></ul>	<ul style="list-style-type: none"><li>Is inconsistently responsive to the participant input. Oral and written communication contains few or no errors, but may not be completely appropriate to the age, ability, culture, and/or needs of the audience or may require further explanations to avoid confusion or misrepresentation.</li></ul>	<ul style="list-style-type: none"><li>Does not give the audience feedback and is not attentive to their feelings and perspectives. Oral and written communication contains multiple errors, is unclear or vague, or used incorrectly, leaving audience confused. Communication conveyed may be inappropriate to the age, ability, culture, and/or needs participant(s).</li></ul>

Service Delivery

SCHOOL PSYCHOLOGIST

2. Participates in identifying/addressing factors that positively and negatively impact student achievement

The school psychologist is called upon to be part of the entire school wide instructional effort. These contributions occur in committee meetings as well as individual educational planning team meetings.

Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Meets effective standards; in addition, provides leadership and guidance while actively serving as a collaborative member of the problem-solving meetings (SST/504/IEP Teams). Makes purposeful and productive contributions to the team and volunteers services, as needed.</li><li>Takes a leadership role by helping to ensure that decisions involve all stakeholders are data-driven, and reflect current research/best practices.</li></ul>	<ul style="list-style-type: none"><li>Participates actively as a member of the problem-solving meetings (SST/504/IEP Teams). When appropriate, provides guidance to the team. Tailors discussion to the questions raised in the referral and utilizes data-driven decision making.</li><li>Consistently uses a variety of different academic and behavioral data to make specific recommendations for increased student achievement.</li></ul>	<ul style="list-style-type: none"><li>Attends problem-solving meetings (SST/504/IEP Teams), but is not an active participant. Defers to others for guidance. Attempts to address questions, or concerns raised in the referral are limited or inconsistent.</li><li>Inconsistently accesses and/or interprets various types of academic and behavioral data (i.e., standardized/classroom benchmark).</li></ul>	<ul style="list-style-type: none"><li>Does not attempt to identify/address factors that influence student achievement. Fails to address questions or concerns raised in the referral. Interactions with participants are limited or negative. Makes decisions that are based on self-serving interests, not student needs.</li><li>Is unable/unwilling to access and/or interpret various types of academic and behavioral data (i.e.; standardized/classroom benchmark).</li></ul>

Service Delivery		SCHOOL PSYCHOLOGIST	
3. Collaborates with participants in developing/providing interventions to maximize student success			
As a member of larger teams of professionals, the school psychologist has insights and information to help guide the development of intervention services. The psychologist actively seeks opportunities to assist in the development, monitoring and assessment of these services.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>• Employs techniques, and a leadership role to facilitate the collaborative process. Supportive and active collaboration and mutual respect characterizes relationships with participants. Intervention plans are highly differentiated to meet the needs of a variety of students in different settings.</li></ul>	<ul style="list-style-type: none"><li>• Consults frequently with participants; tailors interventions in a methodical manner based on data and identified needs. Intervention plans are differentiated to meet the needs of students.</li></ul>	<ul style="list-style-type: none"><li>• Consults on a sporadic basis with participants, makes partially successful attempts to tailor interventions or align interventions with gathered data. Intervention plans have limited variety and differentiation to meet the needs of students.</li></ul>	<ul style="list-style-type: none"><li>• Fails to consult with participants and tailor activities, or designs interventions that are improperly matched with data gathered through methodical, empirically based methods. Intervention plans are uniform for all students, regardless of their skills and needs.</li></ul>



Service Delivery		SCHOOL PSYCHOLOGIST	
4. Conducts and completes the activity in a timely manner and in accordance with professional best practices, as well as, local, state, and federal regulations			
In order to comply with state and federal regulations and to assist the school’s placement team in making timely decisions relative to a student’s academic program, the psychologist completes assessments and reports within appropriate timeline limits.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Meets effective standards; in addition, performs follow-up tasks as necessary and is seen as a leader in team and other professional duties as assigned per their buildings.</li><li>Can explain/articulate the differences between federal, state, and local laws related to field of school psychology. Proficiently assists schools to maintain compliance with all mandated regulations and directs those in need of staff development to appropriate resources.</li></ul>	<ul style="list-style-type: none"><li>Consistently completes all parts of the activity on time and in accordance with professional best practices, established laws, regulations, procedures, and guidelines.</li><li>Can consistently explain/articulate the different laws associated with the field of school psychology. Seeks professional guidance when unclear of current changes. Is knowledgeable of laws, procedures, regulations, policies, and professional best practice standards.</li></ul>	<ul style="list-style-type: none"><li>Completes only part of the activity in a timely manner and/or does not consistently follow best practice standards or established laws, regulations, procedures, and guidelines.</li><li>Can state some of the regulations, in some topics in the field of school psychology. Is unable to consistently articulate where to find the information needed (CCPS COMAR, or federal regulations) and is in need of professional development.</li></ul>	<ul style="list-style-type: none"><li>Conducts the activity beyond the established due date/time, or the activity is contrary to best practices and/or established laws, regulations, procedures, and guidelines.</li><li>Cannot articulate many, if any, of the federal, state, or CCPS regulations regarding topics related to the field of school psychology. Does not seek out assistance (peer or professional development) to update themselves on these topics and does not assist assigned schools with their compliance.</li></ul>

Service Delivery		SCHOOL PSYCHOLOGIST	
5. Shows professionalism			
The school psychologist is guided by an established set of professional and ethical expectations. This commitment is seen in relationships with other professional peers and in the manner in which information is discussed, shared or held in confidence.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>• Promotes a culture focused on exemplifying respect for others. Consistently acts ethically, honestly, and with integrity. Is a calming presence when faced with conflict or challenge(s).</li><li>• Serves as a model for restraint and professionalism for other colleagues.</li></ul>	<ul style="list-style-type: none"><li>• Attends and participates in all required meetings. Is able to prioritize and flexibly adjust work demands to meet unexpected situations.</li><li>• Models respect for others when interacting with participant(s). Acts ethically, honestly, and with integrity at all times. Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations. Focuses on the problem or issue, not the person, and seeks resolution that results in mutual gain.</li></ul>	<ul style="list-style-type: none"><li>• Does not regularly attend required meetings and has difficulty managing time.</li><li>• Displays respect for others when interacting with participant(s). Acts ethically and honestly. Attempts to maintain composure in the face of conflict or difficult issues.</li></ul>	<ul style="list-style-type: none"><li>• Does not attend meetings that are required per job assigned duties.</li><li>• Exhibits disrespectful behavior when interacting with participant(s). Displays unethical or dishonest conduct. Loses composure or becomes defensive when faced with a difficult problem. Disregards the needs of others or puts self-interests first when attempting to resolve conflicts.</li></ul>

Managing the Environment		SCHOOL PSYCHOLOGIST	
1. Open communication is encouraged and there is evidence that effective rapport has been established with the participant(s)			
School psychologists make contributions to the learning environment, supporting a culture that is conducive to student achievement and well-being. This is clearly evident in the way the psychologists communicate with school staff, students, and families.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Creates an atmosphere that encourages the participant(s) to participate in the lesson or session. An effective rapport with the participant(s) is obvious.</li><li>Spontaneously initiates and promotes interactions with CCPS staff, students, parents, and community agency personnel that nurture the welcoming school environment.</li></ul>	<ul style="list-style-type: none"><li>Creates an atmosphere that encourages the participant(s) to participate in the lesson or session. There appears to be an effective rapport with the participant(s).</li><li>Spontaneously initiates personal contact with CCPS staff, students, parents, and community agency personnel and follows up as needed. Interactions with others are consistently positive and respectful and foster open lines of communication.</li></ul>	<ul style="list-style-type: none"><li>Creates an atmosphere that encourages the participant(s) to participate in the lesson or session. There appears to be a developing rapport with the participant(s).</li><li>Interacts with CCPS staff, students, parents, and community agency personnel when prompted to do so. Quality of interactions is generally acceptable, with some exceptions.</li></ul>	<ul style="list-style-type: none"><li>The physical environment is in disarray, unsafe, or is inappropriate to the planned activities. Resources for students, faculty, and parents are unavailable and/or inadequate.</li><li>Creates an atmosphere that discourages participant(s) from participating in the lesson or session. An effective rapport with the participant(s) has not been established.</li><li>Interactions with CCPS staff, students, parents, and community agency personnel are limited and/or unacceptable.</li></ul>

Managing the Environment		SCHOOL PSYCHOLOGIST	
2. Promotes mutual respect among participants and demonstrates culturally competent and effective practices			
Accurate psychological/psychoeducational assessments and student growth require an environment that is safe and supportive. The psychologist maintains positive rapport with all participants and is respectful of the differing values and cultural backgrounds.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Meets effective standards; in addition, provides instruction to participants on issues of diversity and tolerance. Facilitates awareness and initiates trainings when necessary. Promotes parent and community interactions that nurture the welcoming school environment.</li></ul>	<ul style="list-style-type: none"><li>Consistently demonstrates acceptance of others’ values and viewpoints. Shows concern, respect, and sensitivity for the needs of all participants, including those from diverse cultural and linguistic backgrounds. Provides culturally competent practices in all areas of service delivery. Advocates and works toward creating and maintaining a safe, welcoming school environment.</li></ul>	<ul style="list-style-type: none"><li>Generally, shows acceptance and appreciation for diverse opinions and populations. Knowledge of individual differences related to diversity factors is incomplete and emerging. Professional practices occasionally consider diversity factors when working with students and their families.</li></ul>	<ul style="list-style-type: none"><li>Displays indifference, limited awareness, or a lack of respect for diversity among others. Demonstrates a lack of sensitivity to the individual needs of participants. Professional practices do not consider diverse characteristics, cultures and backgrounds.</li></ul>

Managing the Environment		SCHOOL PSYCHOLOGIST	
3. Accurately observes the actions and reactions of the participant(s) and makes adjustments whenever necessary			
School psychologists are responsive to the nuances of human interactions and can make accommodations to assure a positive, supportive relationship is maintained.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Does an exceptional job of making adjustments during an activity based on the actions and reactions of the participant(s). Strategies are consistently and effectively adapted to meet the needs of the participant(s).</li></ul>	<ul style="list-style-type: none"><li>Does an effective job of making adjustments during an activity based on the actions and reactions of the participant(s). Strategies are adapted to meet the needs of the participant(s).</li></ul>	<ul style="list-style-type: none"><li>Does an adequate job of making adjustments during an activity based on the actions and reactions of the participant(s). Strategies are inconsistently adapted to meet the needs of the participant(s).</li></ul>	<ul style="list-style-type: none"><li>Does an inadequate job of making adjustments during an activity based on the actions and reactions of the participant(s). Strategies are not adapted to meet the needs of the participant(s).</li></ul>

Related Professional Responsibilities			SCHOOL PSYCHOLOGIST
1. Demonstrates professional growth and development [addressed during summative evaluations]			
The psychologist participates in professional development opportunities provided by the school or district and/or independently pursues additional learning opportunities related to the content or process of their skill area. Together with peers in a professional learning community, the psychologist both seeks information and contributes to the knowledge of others.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Seeks multiple opportunities to learn new content, embrace new technologies, and attempt new strategies.</li> <li>Shares knowledge with peers, both when working alongside them and in formal in-service learning settings.</li> <li>Demonstrates leadership in forming/maintaining a peer-facilitated, professional learning community.</li> <li>Actively pursues advance certification ahead of required renewal cycles.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in optional learning opportunities as well as those assigned by administrator.</li> <li>Upon prompting and assignment, will present and share information of effective practices with peers.</li> <li>Attends and fully participates in peer-facilitated professional learning community sessions.</li> <li>Maintains current certification within timelines required of MSDE/COMAR.</li> </ul>	<ul style="list-style-type: none"> <li>Avoids participation in assigned learning opportunities, or minimally attends without personal engagement.</li> <li>Participates in school centered learning efforts only when required and monitored.</li> <li>Does not actively participate in peer-facilitated professional learning community efforts, even when time is provided during the workday.</li> <li>Ongoing certification is at jeopardy in the absence of required coursework or related activities.</li> </ul>	<ul style="list-style-type: none"> <li>Does not participate in assigned learning opportunities.</li> <li>Does not participate in any school centered learning efforts.</li> <li>Takes leave during county or school professional development days.</li> <li>Allows certification to lapse.</li> </ul>

Related Professional Responsibilities			<i>SCHOOL PSYCHOLOGIST</i>
<b>2. Demonstrates professionalism and integrity [addressed during summative evaluations]</b>			
School psychologists conduct themselves in the business of the school honestly and ethically. They adhere to principles of confidentiality and make decisions in the best interest of children. Psychologists comply with district and school policies and regulations in regard to such items as attendance, punctuality, and the use of school property.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</li> <li>Psychologist can be counted on to hold the highest standards of honesty, integrity and confidentiality and to advocate for students.</li> <li>Psychologist serves as a model of professional appearance, language, and behavior in and beyond the school day.</li> </ul>	<ul style="list-style-type: none"> <li>Psychologist seeks out opportunities for professional development based on individual assessment of need.</li> <li>Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students.</li> <li>Psychologist meets established guidelines for professional appearance and displays appropriate language and demeanor in school settings.</li> </ul>	<ul style="list-style-type: none"> <li>Psychologist participates in limited professional development activities based on convenience or requirement.</li> <li>Psychologist is honest in interactions with colleagues, students, and the public, and plans a moderate advocacy role for students not violating the norms of confidentiality.</li> <li>Psychologist inconsistently follows guidelines for professional appearance, language, and demeanor in school settings.</li> </ul>	<ul style="list-style-type: none"> <li>Psychologist does not participate in professional development activities even when such activities are clearly needed for the development of skills.</li> <li>Psychologist displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.</li> <li>Psychologist shows disregard for expectations of proper dress, language, and decorum in the workplace.</li> </ul>

Related Professional Responsibilities			<i>SCHOOL PSYCHOLOGIST</i>
<b>3. Performs non-instructional responsibilities [addressed during summative evaluations]</b>			
The psychologist assumes roles of leadership and support in activities not directly associated with their personal assignment. Acting as a responsible citizen of the school community, psychologists give their time and talents to special events as well as regular operational routines that enhance the quality of the school's educational programs.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Psychologist makes a substantial contribution to school and district events and projects, and assumes a leadership role with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Psychologist participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Psychologist does not develop relationships with colleagues. Service provider participates in school and district events and projects only when specifically asked to do so.</li> </ul>	<ul style="list-style-type: none"> <li>Psychologist's relationships with colleagues are negative or self-serving. Service provider avoids being involved in school and district events and projects.</li> </ul>



**CECIL COUNTY PUBLIC SCHOOLS**  
**SCHOOL PSYCHOLOGIST OBSERVATION FORM**

School Psychologist:				Date:			
School:		Activity Observed:		Time of Observation:			
Tenured		Non-Tenured		Announced		Unannounced	

<b>PLANNING AND PREPARATION</b>	Highly Effective	Effective	Needs Improvement	Ineffective	N/A
1. Considers the goals, objectives, content, referral question, and other aspects of the student(s) educational program when designing the activity					
2. Has a clear goal/objective of what will be learned/accomplished during the activity					
3. Includes a variety of activities which contribute to the attainment of the learning objective					
4. Demonstrates knowledge of applicable policies, procedures, and resources related to the objective					
Comments:					

<b>SERVICE DELIVERY</b>	Highly Effective	Effective	Needs Improvement	Ineffective	N/A
1. Verbal and written communication is clear, concise, and appropriate to the setting and audience					
2. Participates in identifying/addressing factors that positively and negatively impact student achievement					
3. Collaborates with participants in developing/providing interventions to maximize student success					
4. Conducts and completes the activity in a timely manner and in accordance with professional best practices, as well as, local, state, and federal regulations					
5. Shows professionalism					
Comments:					

<b>MANAGING THE ENVIRONMENT</b>		Highly Effective	Effective	Needs Improvement	Ineffective	N/A
1. Open communication is encouraged, and there is evidence that effective rapport has been established with the participant(s)						
2. Promotes mutual respect among participants and demonstrates culturally competent and effective practices						
3. Accurately observes the actions and reactions of participants and makes adjustments whenever necessary						
Comments:						

<b>RELATED PROFESSIONAL RESPONSIBILITIES</b>	
1. Demonstrates professional growth and development	The components in this domain will be considered in summative evaluations.
2. Shows professionalism and integrity	
3. Performs non-instructional responsibilities	
Comments:	

<b>DISTRIBUTION:</b>
1-School Psychologist
2-Principal

Observer's Signature	Title
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Observer's Signature	Title
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School Psychologist's Signature*	Date Conference Held
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\*Indicates copy has been received; does not necessarily indicate agreement with observation. The school psychologist may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

# CECIL COUNTY PUBLIC SCHOOLS

## SCHOOL PSYCHOLOGIST EVALUATION FORM

<input type="checkbox"/>	Tenured
<input type="checkbox"/>	Non-Tenured

School Psychologist:	Date:
School:	

Based on the following observations:

<input type="checkbox"/>	Formal Announced	<input type="checkbox"/>	Informal
<input type="checkbox"/>	Formal Unannounced	<input type="checkbox"/>	Narrative

	Highly Effective	Effective	Needs Improvement	Ineffective
<b>PROFESSIONAL PRACTICES</b>				
1. Planning and Preparation	10	8	6	4
2. Service Delivery	20	16	12	8
3. Managing the Environment	10	8	6	4
4. Related Professional Responsibilities	10	8	6	4
<b>Professional Practices Subscore</b>	<b>TOTAL</b>			
Comments:				
<b>5. STUDENT ACHIEVEMENT</b>				
	HE	E	NI	InE
Academic Index	20	19	18	17
Student Learning Objective #1	15	12	9	7.5
Student Learning Objective #2	15	12	9	7.5
<b>Student Achievement Subscore</b>	<b>TOTAL</b>			
Comments:				
<b>Professional Practices: Summary Evaluation</b>				
<b>Student Achievement: Summary Evaluation</b>				
<b>Final Evaluation</b>	HE	E		InE
Comments:				

<b>DISTRIBUTION:</b>
1-School Psychologist
2-Principal

Evaluator's Signature	Title
Evaluator's Signature	Title
School Psychologist's Signature*	Date Conference Held

\*Indicates copy has been received; does not necessarily indicate agreement with observation. The school psychologist may choose to submit a Teacher Comment Form in accordance with the Teacher Evaluation Handbook.

Instruction for Student Achievement			LOCAL SUPPORT TEACHER
<b>I-1 Initiates and leads a vision for school-wide change</b>			
An instructional leader supports a dynamic school vision that is collaboratively developed and reviewed by stakeholders.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Supports a shared school vision connected to district and school goals by collaborating with diverse stakeholders groups effectively.</li> <li>Draws upon the expertise of diverse stakeholders to proactively address the values, challenges, and opportunities for the academic, social, and emotional development of each student.</li> <li>Consistently collaborates with administration to develop a strategic process and structure to promote sustainable organizational improvement and to assess the school vision.</li> </ul>	<ul style="list-style-type: none"> <li>Supports a shared school vision connected to district and school goals by collaborating with stakeholder groups.</li> <li>Seeks and utilizes stakeholder input to address the values, challenges, and opportunities for the academic, social, and emotional development of each student.</li> <li>Collaborates with administration to develop a strategic process and structure for organizational improvement and to assess the school vision.</li> </ul>	<ul style="list-style-type: none"> <li>Supports a school vision by providing selected staff with opportunities for collaboration.</li> <li>Utilizes limited stakeholder input to address the values, challenges, and opportunities for the academic, social, and emotional development of each student.</li> <li>Collaborates in a limited fashion to develop a process and structure to assess the school vision.</li> </ul>	<ul style="list-style-type: none"> <li>Does not collaborate with stakeholders to support a school vision.</li> <li>Disregards stakeholder input to address the values, challenges, and opportunities for the academic, social, and emotional development of each student.</li> <li>Does not collaborate to develop a process to assess the school's vision.</li> </ul>
<b>Evidence of Implementation:</b> <ul style="list-style-type: none"> <li>School improvement plan is aligned to the school vision.</li> <li>School improvement artifacts including (but not limited to) professional development plan, goals and objectives, agendas, minutes, and feedback.</li> </ul>			

Instruction for Student Achievement			LOCAL SUPPORT TEACHER
<b>I-2 Utilizes multiple sources of data to collaboratively develop, implement, and evaluate the school improvement plan</b>			
In collaboration with others, an instructional leader promotes the success and well-being of every student by ensuring the development of a culture of continuous school improvement.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Engages in a cyclical process for the collection and analysis of qualitative and quantitative data pertinent to the educational environment, and uses it to identify school improvement goals and make related improvements.</li> <li>Promotes a culture of collective direction, shared engagement, and mutual accountability by utilizing two-way communication structures with diverse stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in a cyclical process for the collection and analysis of qualitative and quantitative data pertinent to the educational environment, and uses it to identify school improvement goals and make related improvements.</li> <li>Promotes a culture of collective direction, shared engagement, and mutual accountability by utilizing two-way communication structures.</li> </ul>	<ul style="list-style-type: none"> <li>Collects and analyzes limited sources of data and information pertinent to the educational environment.</li> <li>Makes rudimentary attempts to promote a culture of collective direction, shared engagement, and mutual accountability by sharing limited and/or incomplete information.</li> </ul>	<ul style="list-style-type: none"> <li>Make decisions about whether or not to change the educational environment based on own impressions and beliefs.</li> <li>Does not promote a culture of collective direction, shared engagement, and mutual accountability.</li> </ul>
<b>Evidence of Implementation:</b> <ul style="list-style-type: none"> <li>School improvement artifacts including (but not limited to) professional development plan, goals and objectives, agendas, minutes, and feedback.</li> <li>Data summary artifacts (discipline, intervention, attendance, and/or academic data)</li> </ul>			

Instruction for Student Achievement			LOCAL SUPPORT TEACHER
I-3 Supports the implementation of CCPS curriculum, instruction, and assessment expectations			
An instructional leader supports the staff to ensure that the curriculum is delivered and assessed with fidelity. Additionally, a leader facilitates the implementation of best instructional practices to meet the needs of all students.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Collaborates with school and system personnel to provide appropriate resources that maximize classroom instruction and student learning.</li> <li>Actively searches for technology resources to maximize classroom instruction and student learning.</li> <li>Collaborates with school and system personnel to ensure the alignment of curriculum, instruction, and assessment in all content areas and seeks opportunities to keep current with changes and updates.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that appropriate resources are provided to support classroom instruction and student learning.</li> <li>Promotes the most appropriate use of technology to support classroom instruction and student learning.</li> <li>Ensures the alignment of curriculum, instruction, and assessment in all content areas.</li> </ul>	<ul style="list-style-type: none"> <li>Provides minimal resources to support classroom instruction and student learning. Does not provide for equitable allocation of resources.</li> <li>Promotes the use of technology but this technology does not support classroom instruction and student learning.</li> <li>Is mindful of the alignment of curriculum, instruction, and assessment but does not ensure the alignment in all content areas.</li> </ul>	<ul style="list-style-type: none"> <li>Does not provide appropriate resources to support classroom instruction and student learning.</li> <li>Use of technology is not valued as a tool to support classroom instruction and student learning.</li> <li>Does not ensure the alignment of curriculum, instruction, and assessment. Does not seek resources to understand this alignment.</li> </ul>
<b>Evidence of Implementation:</b> <ul style="list-style-type: none"> <li>Collaborative planning documents</li> <li>Evidence of conversations with teachers</li> <li>Data collection</li> <li>Evidence of Resources</li> </ul>			

Instruction for Student Achievement			LOCAL SUPPORT TEACHER
I-4 Develops schedules to meet the needs of students in alignment with system expectations			
An instructional leader develops schedules that provide for the instructional needs of all students where the top priorities are classroom instruction and student learning. Disruptions to the academic programs are minimal. An education leader also allocates, aligns, and efficiently utilizes human, facility, and technology resources.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Articulates consistently to all stakeholders that time in the school day is focused on classroom instruction and student learning and makes this a priority when involved in any scheduling.</li> <li>Involves staff members in ensuring that their strengths and certifications match instructional assignments to enhance the overall instructional program.</li> <li>Involves staff in developing a master schedule that is driven by student needs, curricular needs, and student requests.</li> <li>Articulates consistently to all stakeholders that the focus is on instructional priorities when organizing the school day for special events and enforces this focus.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that time in the school day is focused on classroom instruction and student learning.</li> <li>Matches the instructional assignments to the strengths and certifications of staff.</li> <li>Supports the development of the master schedule driven by student needs, curricular needs, and/or student requests.</li> <li>Maintains the focus on instructional priorities when organizing the school day for special events.</li> <li>Makes appropriate use of the facilities and other resources, including technology, when developing schedules to support classroom instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Does not consistently ensure that time in the school day is focused on classroom instruction and learning.</li> <li>Knows the strengths and/or certifications of staff but does not consistently match these to the instructional assignments.</li> <li>Supports the development of the master schedule by considering student needs and curricular needs, but these are not priorities.</li> <li>Does not consistently maintain the focus on instructional priorities when organizing the school day for special events.</li> <li>Develops schedules that minimally support classroom</li> </ul>	<ul style="list-style-type: none"> <li>Does not make classroom instruction and student learning a priority when planning the school day.</li> <li>Is unaware of the strengths and certifications of staff when making instructional assignments.</li> <li>Supports the development of the master schedule without considering student needs or curricular needs.</li> <li>Does not maintain the focus on instructional priorities when organizing the school day for special events.</li> <li>Develops schedules without considering appropriate use of facilities and resources. Classroom instruction is not supported in this process.</li> </ul>

<ul style="list-style-type: none"> <li>• Involves stakeholders in assigning the use of facilities and resources, including technology, to support and extend classroom instruction.</li> </ul>		<p>instruction without consistently considering the appropriate use of facilities and resources.</p>	
<p><b>Evidence of Implementation:</b></p> <ul style="list-style-type: none"> <li>• Master schedules, teachers' instructional schedules, teacher assignments aligned to certification, memos, etc.</li> </ul>			



Instruction for Student Achievement			LOCAL SUPPORT TEACHER
<b>I-5 Promotes instruction that maximizes student learning</b>			
An instructional leader promotes the success and well-being of every student by promoting instruction that maximizes student learning.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Develops, supports, and maintains a culture of high expectations and challenge for all students focused on county curriculum documents.</li> <li>Develops the capacity of staff to create individualized, student-centered, authentic, relevant, and developmentally appropriate instruction.</li> <li>Develops the capacity of staff to extend their use of effective pedagogy and high-quality, research-based instructional strategies to challenge students and address learning gaps.</li> <li>Ensures use of pedagogy that is culturally congruent; students willingly take intellectual risks.</li> </ul>	<ul style="list-style-type: none"> <li>Supports and maintains a culture of high expectations and challenge for most students focused on county curriculum documents.</li> <li>Supports the development of instruction that is student-centered, authentic, relevant, and developmentally appropriate.</li> <li>Supports the development of the use of effective pedagogy and high-quality, research-based instructional strategies to challenge students and address learning gaps.</li> <li>Supports the development of use of pedagogy that is culturally congruent; structures are in place to encourage students to take intellectual risks.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to support expectations to support the academic needs of some students.</li> <li>Inconsistently supports the use of student-centered, authentic, relevant, and/or developmentally appropriate instruction.</li> <li>Inconsistently supports the use of effective pedagogy and high-quality, research-based instructional strategies to challenge students and address learning gaps.</li> <li>Inconsistently supports the use of pedagogy that is culturally congruent; some opportunities may exist for students to take intellectual risks.</li> </ul>	<ul style="list-style-type: none"> <li>Does not support instructional expectations to support academic needs of students.</li> <li>Does not support the use of student-centered, authentic, relevant, and/or developmentally appropriate instruction.</li> <li>Does not support the use of effective pedagogy and high-quality, research-based instructional strategies to challenge students and address learning gaps.</li> <li>Does not support the use of pedagogy that is culturally congruent; opportunities for students to take intellectual risks are stifled.</li> </ul>
<b>Evidence of Implementation:</b> <ul style="list-style-type: none"> <li>Data documents, data collection systems, etc.</li> </ul>			

Management of School Environment			LOCAL SUPPORT TEACHER
<b>M-1 Establishes and maintains a safe and orderly environment</b>			
An instructional leader promotes the success and well-being of every student by developing an inclusive school climate and by ensuring positive interactions between staff and students for the purpose of improving student learning.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Student supervision plan is thorough, effectively implemented, and includes responsibilities for all staff members.</li> <li>Effectively communicates the CERT plan and takes an active role in the CERT team. Utilizes best practices regarding safety and security at all times.</li> </ul>	<ul style="list-style-type: none"> <li>All students are being supervised during regular and extended school hours.</li> <li>Effectively communicates the CERT plan. Utilizes best practices regarding safety and security.</li> </ul>	<ul style="list-style-type: none"> <li>Student supervision is inconsistent during regular school hours and/or extended school hours.</li> <li>Inconsistently communicates the CERT plan. Utilizes best practices regarding safety and security</li> </ul>	<ul style="list-style-type: none"> <li>Does not provide for supervision during regular and extended school hours.</li> <li>Is unable to communicate the CERT plan. Utilizes best practices regarding safety and security</li> </ul>
<b>Evidence of Implementation:</b> <ul style="list-style-type: none"> <li>CERT plan, meeting notes, and monthly reports, safety inspections, SET evaluation for PBIS, student planning minutes (SST, 504, IEP)</li> </ul>			

Management of School Environment			LOCAL SUPPORT TEACHER
M-2 Cultivates and reinforces student engagement and positive student conduct in school			
An instructional leader builds positive relationships and participates in developing a positive school culture.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Ensures behavior expectations are established, taught, modeled, and practiced in all areas of the school campus.</li> <li>Develops, implements, and supports proactive behavior programs designed to reduce discipline referrals for individual and groups of students.</li> <li>In collaboration with diverse stakeholders, analyzes and utilizes data to create and monitor behavior plans for students</li> </ul>	<ul style="list-style-type: none"> <li>Ensures behavior expectations are established, taught, and practiced in all areas of the school campus.</li> <li>Ensures that behavior expectations are consistently reinforced; ensures the use of fair and equitable treatment for behavior.</li> <li>In collaboration with staff, analyzes and utilizes data to create behavior plans for students.</li> </ul>	<ul style="list-style-type: none"> <li>Does not effectively communicate behavior expectations.</li> <li>Behavior expectations are reinforced but the response to behavior may be inconsistent and/or inappropriate.</li> <li>Utilizes data to create behavior plans for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Behavior expectations are not established.</li> <li>Behavior expectations are inconsistently enforced</li> <li>showing bias or prejudice.</li> <li>Data is not utilized to support student behavioral needs</li> </ul>
<b>Evidence of Implementation:</b> <ul style="list-style-type: none"> <li>Student discipline data</li> <li>PBIS SET</li> </ul>			

Management of School Environment			LOCAL SUPPORT TEACHER
M-3 Complies with federal, state, and local policies and regulations regarding safety and emergency planning			
An instructional leader adheres to and communicates all governmental regulations and CCPS policies to the school community.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>• Takes an active role in conducting drills at all times of the school day and in a variety of different circumstances.</li> <li>• Records are accurately maintained, organized, and easily accessible.</li> <li>• Serves as a resource for others with regard to the language of the negotiated agreements.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports county and state mandated safety drills are conducted and reported on time.</li> <li>• Ensures that procedures are in place to accurately maintain all records.</li> <li>• Is knowledgeable of and adheres to all negotiated agreements-</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to document safety drills and/or fails to adhere to regulations and policies.</li> <li>• Records are inaccurately maintained.</li> <li>• Does not adhere to the negotiated agreements.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not have procedures in place to guarantee accuracy of financial records.</li> <li>• Repeatedly out of compliance with safety regulations and policies.</li> <li>• Does not have procedures in place to guarantee accuracy of records.</li> <li>• Disregards negotiated agreements.</li> </ul>
<b>Evidence of Implementation:</b> <ul style="list-style-type: none"> <li>• School Safety Report</li> <li>• CERT Meeting Notes</li> </ul>			

Management of School Environment		LOCAL SUPPORT TEACHER	
M-4    Manages physical plant			
An instructional leader works to ensure a safe and clean school.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>Facilitates use of school facilities by the community and ensures that accessibility is fair and equitable, and that all regulations and policies are being adhered to by community members.</li><li>The school and custodial staff are recognized by the state and county for continually maintaining a clean and safe school environment.</li><li>The school environment is constantly undergoing improvements creating an atmosphere of respect, cleanliness, and safety by all stakeholders.</li></ul>	<ul style="list-style-type: none"><li>Manages community use of school facilities according to regulations and policies.</li><li>Maintains a safe and clean school environment in collaboration with custodial staff and maintenance.</li><li>Necessary improvements, alterations, and repairs are recognized and appropriate action is taken to ensure these improvements are completed as funds are allocated.</li></ul>	<ul style="list-style-type: none"><li>Allows the use of school facilities, but fails to ensure all regulations and policies are being adhered to by community members.</li><li>The school building is not kept clean on a regular basis, but the school is maintained and considered safe at all times.</li><li>Necessary improvements, alterations, and repairs are recognized, but appropriate actions are not taken to ensure they are completed.</li></ul>	<ul style="list-style-type: none"><li>Does not work with the community to ensure fair and equitable access to the school building.</li><li>The school building is not cleaned on a daily basis and dangerous conditions are not being fixed or reported in a timely manner.</li><li>Improvements, alterations, and repairs are not communicated, and appropriate actions are not taken to make the necessary corrections.</li></ul>
Evidence of Implementation: <ul style="list-style-type: none"><li>Building inspections, budget requests (maintenance needs), work orders, Use of Facilities reporting, etc.</li></ul>			

Community Outreach and Stakeholder Engagement			LOCAL SUPPORT TEACHER
<b>C-1 Seeks and responds to stakeholder input during decision making processes</b>			
An instructional leader ensures that all stakeholder needs are represented within school policies and plans.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>• Maintains processes to actively seek input from a wide range of internal and external stakeholders before making relevant decisions or implementing change.</li> <li>• Anticipates needs and addresses those needs through all stakeholder groups.</li> <li>• Actively seeks and responds to input in a variety of ways from a cross-representation of members of the school community to address concerns within the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Routinely and effectively solicits input from internal and external stakeholders to make informed decisions.</li> <li>• Responds to input regarding stakeholder needs before implementing change.</li> <li>• Seeks and responds to input in a variety of ways from a cross-representation of members of the school community to address concerns within the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes rudimentary and insufficient contact with internal and external stakeholders to solicit input to make informed decisions.</li> <li>• Reacts in a limited fashion to the needs of stakeholder groups.</li> <li>• Responds to input in limited ways from members of the school community to address concerns within the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes little or no effort to solicit input from concerned stakeholders when making decisions.</li> <li>• Acts without regard for the opinions or needs of stakeholders.</li> <li>• Makes little or no effort to seek input to address concerns within the school.</li> </ul>
<b>Evidence of Implementation:</b> <ul style="list-style-type: none"> <li>• Surveys, meeting minutes/agendas, correspondence, social media, etc.</li> </ul>			

Community Outreach and Stakeholder Engagement			LOCAL SUPPORT TEACHER
<b>C-2 Advocates for public education/school system</b>			
An instructional leader actively promotes the policies and procedures that support success for all students.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Actively assists in planning and participates in multiple opportunities to promote and support initiatives of the school system.</li> <li>Actively participates in advocacy efforts for the school, system, and the community.</li> <li>Implements county policies and procedures fairly and consistently with conviction and ownership of responsibilities.</li> <li>Takes multiple opportunities to reinforce the connections between school and system needs, and the local, state, and federal initiatives implemented in the school system by analyzing and anticipating emerging trends.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes opportunities to publicly support the initiatives of the school system.</li> <li>Advocates for the needs of both the school and the school system.</li> <li>Implements county policies and procedures fairly and consistently.</li> <li>Presents a collaborative approach to local, state, and federal initiatives currently implemented in the school system.</li> </ul>	<ul style="list-style-type: none"> <li>Makes limited effort to publicly support the initiatives of the school system.</li> <li>Minimally advocates for the needs of the school or school system.</li> <li>Implements county policies and procedures inconsistently.</li> <li>Presents limited partnership with local, state, and federal initiatives currently implemented in the school system.</li> </ul>	<ul style="list-style-type: none"> <li>Gives little or no visible public support of the initiatives of the school system.</li> <li>Does not advocate for the needs of the school or school system.</li> <li>Demonstrates limited knowledge/understanding of county policies and procedures.</li> <li>Demonstrates little/no awareness of local, state, and federal initiatives affecting the school system.</li> </ul>
<b>Evidence of Implementation:</b> <ul style="list-style-type: none"> <li>Meeting minutes/agendas, correspondence, attendance at events, etc.</li> </ul>			

Community Outreach and Stakeholder Engagement			LOCAL SUPPORT TEACHER
C-3 Supports the development of an equitable and culturally responsive school			
An instructional leader promotes the success and well-being of every student by ensuring the development of an equitable and culturally responsive school.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.</li> <li>Nurtures a sense of approachability and sustains positive relationships with families and caregivers.</li> <li>As directed, provides ongoing professional development to all staff and school community to increase culturally responsive practices that positively impact student learning.</li> <li>Anticipates and corrects intolerant views directed at members of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Has an understanding of the community's diverse cultural and social resources.</li> <li>Builds and maintains positive relationships with families and caregivers.</li> <li>Provides professional development to staff to increase culturally responsive practices that positively impact student learning.</li> <li>Corrects intolerant statements directed at members of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited understanding of the community's diverse cultural, social and intellectual resources.</li> <li>Attempts to build positive relationships with families and caregivers with limited success.</li> <li>Provides limited professional development to staff to promote culturally responsive practices that positively impact student learning.</li> <li>Demonstrates an awareness of intolerant statements directed at members of the school community, but inconsistently addresses them.</li> </ul>	<ul style="list-style-type: none"> <li>Unwilling to understand the community's diverse cultural, social and intellectual resources.</li> <li>Allows relationships with families and caregivers to be negative.</li> <li>Does not provide professional development to staff to increase culturally responsive practices.</li> <li>Ignores or is unaware of intolerant statements directed at members of the school community.</li> </ul>
<b>Evidence of Implementation:</b> <ul style="list-style-type: none"> <li>Survey, professional development plans, discipline data, student achievement data, etc.</li> </ul>			



Professional Culture for Teachers and Staff			LOCAL SUPPORT TEACHER
PC- 1 Develops instructional capacity in staff			
An instructional leader provides professional development that is aligned with the Maryland Professional Development Standards that builds instructional capacity of staff.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Utilizes multiple sources of data to determine group and individual professional development needs.</li> <li>Under the direction of the principal, Provides ongoing, results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals that are reviewed and responsive to changing needs of the school.</li> <li>Under the direction of the principal, Provides differentiated professional development based on individual staff needs in order to achieve school improvement plan goals.</li> <li>Provides opportunities for staff to engage in collaborative planning and critical reflection</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes multiple sources of data to determine professional development needs.</li> <li>Under the direction of the principal, Provides ongoing, results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals.</li> <li>Under the direction of the principal, Provides differentiated professional development according to needs of staff and student performance.</li> <li>Provides opportunities for staff to engage in collaborative planning and critical reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes limited sources of data to determine professional development needs.</li> <li>Under the direction of the principal, Provides professional development that lacks follow-through and is not connected to school improvement goals.</li> <li>Under the direction of the principal, Provides professional development that is partially differentiated but does not take staff and/or student need into consideration.</li> <li>Limited opportunities are provided for staff to engage in collaborative planning and critical reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Does not use data sources to determine professional development needs.</li> <li>Does not support the execution of a professional development plan for faculty and staff.</li> <li>Professional development activities are not differentiated to reflect staff and/or student need.</li> <li>Collaborative planning is not promoted.</li> <li>Does not emphasize teamwork and teachers work mostly in isolation from colleagues.</li> </ul>

<p>during the school day that is consistent and in alignment with the school improvement plan.</p> <ul style="list-style-type: none"> <li>• Supports the development of teams to take ownership for using data and student work to drive constant refinement of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Orchestrates regular teacher team meetings as the prime focus for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggests that teacher teams work together to address students' learning problems.</li> </ul>	
<p><b>Evidence of implementation:</b></p> <ul style="list-style-type: none"> <li>• Minutes/agendas, professional development plans, data analysis, etc.</li> </ul>			

Professional Culture for Teachers and Staff		LOCAL SUPPORT TEACHER	
PC-2 Under the direction of the principal, supports effective hiring processes and procedures to cultivate a diverse workforce			
An instructional leader promotes the success of all students through effective hiring practices of the school’s human resources.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"><li>• Supports hiring of highly effective teachers who share the school’s vision.</li><li>• Under the direction of the principal, develops a plan to assist new teachers.</li><li>• Uses the application selection criteria process to generate a pool of applicants that are culturally diverse and highly qualified.</li><li>• Participates in the candidate screening and interview process.</li><li>• Consistently follows policies and uses integrity with regard to procedures regarding the hiring and transfer of staff.</li></ul>	<ul style="list-style-type: none"><li>• Supports the hiring of effective teachers who share the school’s vision.</li><li>• Under the direction of the principal, implements a plan to assist new teachers.</li><li>• Ensures that a representative group of culturally diverse, highly qualified applicants are interviewed for open positions.</li><li>• Reviews and uses integrity with regard to procedures for the hiring and transfer of staff.</li></ul>	<ul style="list-style-type: none"><li>• Supports the hiring of teachers who seem to fit the administration’s philosophy of teaching.</li><li>• Under the direction of the principal, partially implements a plan to assist new teachers.</li><li>• Inconsistently selects a group of culturally diverse, highly qualified applicants to interview for open positions.</li><li>• Inconsistently includes others in the interview process.</li><li>• Utilizes hiring and transfer practices that do not follow current policies.</li></ul>	<ul style="list-style-type: none"><li>• Makes last-minute appointments to teaching vacancies based on candidates who are available.</li><li>• Does not assist new teachers.</li><li>• Makes no effort to include culturally diverse, highly qualified applicants when interviewing for open positions.</li><li>• Does not include stakeholders in the interview process.</li><li>• Demonstrates a lack of knowledge and disregard for the hiring and transfer policies.</li></ul>
Evidence of Implementation: <ul style="list-style-type: none"><li>• Interview summary sheets, observation and evaluation documents, etc.</li></ul>			

Professional Culture for Teachers and Staff			LOCAL SUPPORT TEACHER
<b>PC-3 Manages Human Resources</b>			
An instructional leader promotes the success of all students through effectively managing the school's human resources.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Provides professional learning for staff that is job embedded and aligns to CCPS foci.</li> <li>Solicits contributions from all stakeholders in regards to promoting positive school culture implementing those that are appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Supports professional learning experiences for staff.</li> <li>Uses contributions from all stakeholders in regards to promoting positive school culture.</li> </ul>	<ul style="list-style-type: none"> <li>Does not consistently provide and/or participate in professional learning experiences for staff.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to supervise staff.</li> <li>Supervises staff according to position and makes limited changes based on the needs of the school.</li> <li>Does not regularly enforce CCPS policies and employee disciplinary procedures.</li> </ul>
<b>Evidence of Implementation:</b> <ul style="list-style-type: none"> <li>Observation and evaluation documents, disciplinary documents, etc.</li> </ul>			

Adheres to Ethical Principles and Professional Norms			LOCAL SUPPORT TEACHER
<b>P-1 Acts honestly and ethically</b>			
An instructional leader is expected to exhibit strong interpersonal skills with a diverse group of people while being honest, accurate, and ethical in communications and actions. The leader must also monitor the language and action of others to ensure this same level of ethical behavior. Information is held in confidence and only used as intended and appropriate.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Ensures that staff is informed and follow relevant school laws, policies and procedures, and addresses concerns directly.</li> <li>Demonstrates and holds others to same standard of fairness and respect in actions and communications with all students, staff, and parents.</li> <li>Maintains confidential information regarding students and staff appropriately as a priority for self and others.</li> <li>Acts in an open and transparent manner with diverse stakeholders in all aspects of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that staff is informed and follow relevant school laws, policies, and procedures.</li> <li>Demonstrates fairness and respect in actions and communications with all students, staff, and parents.</li> <li>Uses confidential information regarding students and staff appropriately.</li> <li>Acts in an open and transparent manner.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates awareness of relevant school laws, policies, and procedures.</li> <li>Whether intended or not, actions and decisions are occasionally made with disparate, unfair impact on select students, staff, or parents.</li> <li>Shares confidential information inadvertently and/or inappropriately.</li> <li>Acts in a manner that is not transparent.</li> </ul>	<ul style="list-style-type: none"> <li>Acts without knowledge or regard for school laws, policies, and procedures.</li> <li>Actions and decisions reflect favoritism or preferential treatment of select students, staff, or parents.</li> <li>Divulges confidential information to inappropriate audiences.</li> <li>Acts in a manner that is not transparent and may be illegal.</li> </ul>
<b>Evidence of Implementation:</b> <ul style="list-style-type: none"> <li>School Improvement Team created surveys, meeting feedback, anecdotal documentation (emails, conference summaries, letters), etc.</li> </ul>			

Adheres to Ethical Principles and Professional Norms			LOCAL SUPPORT TEACHER
P-2 Demonstrates a positive work ethic and professionalism			
An instructional leader creates an environment conducive to learning by demonstrating task perseverance, loyalty to the district, and adherence to its policies and expectations. This is reflected in regular on-time attendance and a positive attitude toward performing assigned and requested duties.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Is reliable and consistent about personal attendance and fulfillment of responsibilities, and regularly attends outside activities and events to support the system and the community.</li> <li>Accepts appointment to district work groups and contributes to the task of the committee while providing oversight and guidance for school-based activities.</li> <li>Anticipates and adapts to changing conditions and expectations with the best interest of students in mind.</li> <li>Establishes a school culture that assists staff and students to engage in reflection and personal goal setting.</li> <li>Contributes to district development of school policies</li> </ul>	<ul style="list-style-type: none"> <li>Is reliable and consistent about personal attendance and fulfillment of responsibilities. Accepts appointment to district work groups and contributes to the task of the committee.</li> <li>Adapts to changing conditions and expectations with the best interest of students in mind.</li> <li>Reflects upon personal effectiveness to establish personal improvement goals.</li> <li>Stays informed on and adheres to relevant school laws, policies, and procedures.</li> <li>Models district expectations for professional appearance, appropriate language, and respectful workplace relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Is most often reliable and consistent about personal attendance, but may not post absences as they occur.</li> <li>Serves on district work groups but is not a consistent contributor.</li> <li>Adapts to changing conditions and expectations without regard for best interest of students.</li> <li>Reflects upon personal effectiveness without establishing personal improvement goals.</li> <li>Is aware of relevant school laws, policies, and procedures but does not adhere to practices.</li> </ul>	<ul style="list-style-type: none"> <li>Is unreliable or inconsistent about regular, on-time attendance AND/OR does not register personal absences accurately or promptly.</li> <li>Inconsistent attendance for district work groups and does not contribute when present.</li> <li>Does not adapt to changing conditions and expectations.</li> <li>Reflection and goal setting do not occur.</li> <li>Does not remain updated and informed on relevant school laws, policies, and procedures.</li> <li>Disregards expectations and allows for others to not uphold expectations.</li> </ul>

<p>and procedures that are consistent, fair, legal, ethical, and in the best interests of students.</p> <ul style="list-style-type: none"> <li>• Sets high standards for professional appearance, language, and relationships. Further, engages others in dialogue to reinforce those expectations with students and staff.</li> </ul>		<ul style="list-style-type: none"> <li>• Is aware of expectations but is inconsistent in modeling and does not hold others responsible for behaviors.</li> </ul>	
<p><b>Evidence of Implementation:</b></p> <ul style="list-style-type: none"> <li>• Attendance on committees, conference summaries, Anecdotal documentation (emails, conference summaries, letters), etc.</li> </ul>			

Adheres to Ethical Principles and Professional Norms			LOCAL SUPPORT TEACHER
<b>P-3 Exercises sound judgement in decision making</b>			
An instructional leader adheres to CCPS policies and regulations, acts as a moral compass for the school or district and demonstrates decision making in the best interest and well-being of staff and students.			
Highly Effective	Effective	Needs Improvement	Ineffective
<ul style="list-style-type: none"> <li>Consistently adheres to CCPS policies and regulations and ensures that necessary staff are aware of current policies and regulations.</li> <li>Consistently exercises sound judgement in decision making, supporting CCPS policies and regulations, and seeks out resources when necessary.</li> <li>Decisions are made to support the best interest and safety of students, staff and the school community, while adhering to laws and policies.</li> </ul>	<ul style="list-style-type: none"> <li>Adheres to CCPS policies and regulations.</li> <li>Exercises sound judgement in decision making, supporting CCPS policies and regulations, and seeks out resources when necessary.</li> <li>Decisions are made to support the best interest and safety of students and the staff, while adhering to laws and policies.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to consistently adhere to CCPS policies and regulations.</li> <li>Judgements made may not align to CCPS policies and regulations.</li> <li>Decisions do not consistently support safety and well-being of students.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to acknowledge and adhere to CCPS policies and regulations.</li> <li>Demonstrates poor judgement and decision making, indicating a failure to support CCPS policies and procedures.</li> <li>Decisions do not support student safety or well-being.</li> </ul>
<b>Evidence of Implementation:</b> <ul style="list-style-type: none"> <li>Anecdotal documentation (emails, conference summaries, letters, etc.), use of guiding documents when making decisions, etc.</li> </ul>			



**CECIL COUNTY PUBLIC SCHOOLS**  
**Local Support Teacher**  
**Annual Evaluation**

Name:	Date:
Assignment:	

<b>DOMAIN 1</b>		H	E	NI	InE	NA
<b>INSTRUCTION FOR STUDENT ACHIEVEMENT</b>		E				
<b>I-1</b>	Supports the establishment and implementation of a vision to promote the academic success and well-being of each student					
<b>I-2</b>	Supports the use of data to monitor student progress and improve instruction					
<b>I-3</b>	Supports the implementation of CCPS curriculum, instruction, and assessment expectations					
<b>I-4</b>	Participates in the development of schedules to meet the needs of students in alignment with system expectations					
<b>I-5</b>	Promotes instruction that maximizes student learning					
Comments:						

<b>DOMAIN 2</b>		HE	E	NI	InE	NA
<b>MANAGEMENT OF SCHOOL ENVIRONMENT</b>						
<b>M-1</b>	Establishes and maintains a safe and orderly environment					
<b>M-2</b>	Cultivates and reinforces student engagement in school and positive student conduct					
<b>M-3</b>	Complies with federal, state, and local policies and regulations regarding safety and emergency planning					
<b>M-4</b>	Assists administration in the management of physical plant					
Comments:						

<b>DOMAIN 3</b>		HE	E	NI	InE	NA
<b>COMMUNITY OUTREACH/STAKEHOLDER ENGAGEMENT</b>						
<b>C-1</b>	Ensures stakeholder needs are represented within school policies and plans					
<b>C-2</b>	Advocates for public education/school system					
<b>C-3</b>	Supports the development of an equitable and culturally responsive school					
Comments:						

<b>DOMAIN 4</b>		HE	E	NI	InE	NA
<b>PROFESSIONAL CULTURE FOR TEACHERS AND STAFF</b>						
<b>PC-1</b>	Participates in or provides professional development to advance the instructional capacity in staff					
<b>PC-2</b>	Supports the hiring and training of new staff					
<b>PC-3</b>	Support the establishment and continuity of a professional culture of engagement and commitment to the education of the whole child					
Comments:						

Name:

<b>DOMAIN 5</b>		HE	E	NI	InE	NA
<b>ADHERES TO ETHICAL PRINCIPLES AND PROFESSIONAL NORMS</b>						
<b>P-1</b>	Acts honestly and ethically					
<b>P-2</b>	Demonstrates a positive work ethic and professionalism					
<b>P-3</b>	Exercises sound judgement in decision making					
Comments:						

<b>DOMAIN 6</b>			HE	E	NI	InE	NA
<b>STUDENT ACHIEVEMENT</b>							
<b>A-1</b>	Academic Index	20%					
<b>A-2</b>	Student Learning Objective #1	15%					
<b>A-3</b>	Student Learning Objective #2	15%					
Comments:							

<b>SUMMARY</b>		HE	E	NI	InE
Domain 1 Instruction for Student Achievement					
Domain 2 Management of School Environment					
Domain 3 Community Outreach/Stakeholder Engagement					
Domain 4 Professional Culture for Teachers and Staff					
Domain 5 Adheres to Ethical Principles and Professional Norms					
Professional Practices Subscore		HE	E		InE
Academic Index					
SLO 1 (insert paraphrased target)					
SLO 2 (insert paraphrased target)					
Student Achievement Subscore		HE	E	NI	InE
<b>OVERALL EVALUATION</b>		HE	E		InE

Comments:	
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DISTRIBUTION	EVALUATEE SIGNATURE*	EVALUATOR SIGNATURE
1. Evaluatee		
2. Evaluator		
3. Personnel File	Name: _____ Date: _____	Name: _____ Date: _____

\*Indicates copy has been received; does not necessarily indicate agreement with evaluation.