



**Evaluation System for  
Professional Educators  
Windham School District  
FY23**

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## Introduction

The Windham School District uses an evaluation model that promotes professional growth. It is based on the Kim Marshall Model for the evaluation of professional educators. This model includes a professional staff self-reflection rubric, professional staff goal setting in collaboration with a Primary Evaluator, multiple informal observations with follow up face-to-face meetings by both Primary and Secondary Evaluators, and a summary evaluation written by the Primary Evaluator. For more detailed information about the Kim Marshall model, see Marshall's book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2nd edition, 2013).

Terminology	
Professional Staff	Staff members including teachers, counselors, librarians, nurses, and special education staff.
Annual Contract Staff	Professional staff members who are in their first five years with the District. However, if a staff member has achieved tenure in a prior New Hampshire district, only three years are required on an annual contract.
Continuing Contract Staff	Staff members who have more than five years in the District or three years in the District after having achieved continuing contract status in another New Hampshire district.
Support Plan	Plan for continuing contract staff who need additional support based on one or more areas of the rubric.
Primary Evaluator	The Administrator who acts as the immediate supervisor for a staff member. The Primary Evaluator sets goals, completes observations, and writes the year-end evaluation for each staff member assigned.
Secondary Evaluator(s)	The Administrator(s) who completes observations for each staff member assigned. The Secondary Evaluator(s) work(s) closely with the Primary Evaluator to help staff members improve and grow as educators.

## Components of the Professional Staff Evaluation Process

### Self-Reflection Rubric

The rubric synthesizes extensive research based on classroom and professional practices that affect student learning. Within the rubrics, there are six standard categories upon which each professional staff member will reflect. The rubrics use a three-level rating scale with the following labels: frequently, occasionally, and seldom.

For teachers, the standards are planning and preparation for learning; classroom management; delivery of instruction; monitoring, assessment, and follow-up; family and community outreach; and professional responsibilities. Due to the variety of roles and functions within the Professional Staff, the rubrics have been adjusted for each specific position. All rubrics can be found at the end of this document.

Each Continuing Contract Staff member will complete the Self-Reflection Rubric, found on the T-Eval computer application, in May. Each Annual Contract Staff member will complete the Self-Reflection Rubric in both September and February.

## **Goal Setting**

All Windham Professional Staff will develop yearly goals. In September they will meet with their primary evaluator to determine two professional practice goals. They will also share ownership in one school-level goal which reflects a district goal. These goals will then be input into the goals tab on the T-Eval system. The two professional practice goals will also be entered into their yearly Individualized Professional Development Plan within the MLP system in preparation for recertification. Twice a year, in January and May, all professional staff will reflect on their goals by entering updates into the T-Eval system. They will also meet, in January and May, with their Primary Evaluator to discuss their progress on completing their goals.

## **Observations**

Each Professional Staff member will have short 10-15 minute observations spaced throughout the school year by both their primary and secondary evaluators. These observations are normally unannounced. They occur at different times of the day to reflect the different aspects of their position. For teachers, the observations are staggered between different classes as well as different sections of the class period so as to get a real feel for all aspects of the educator's teaching. For other Professional Staff members, the observations are staggered to reflect a staff member's interaction with students, parents, and other staff members as appropriate. After the observation, prompt, thoughtful and formative feedback is given to each Professional Staff member both in writing on the T-Eval System and in a face-to-face conversation.

For Continuing Contract staff members, there will be a minimum of five observations. Three observations are to be completed by their primary evaluator and two observations will be completed by one or more secondary evaluators. At least 2 primary and 1 secondary observation must be completed by February vacation. All 5 observations must be completed by Memorial Day. For continuing contract teachers placed on a support plan, one required formal observation in which both a pre-observation and post-observation conference occur along with written feedback is required.

For Annual Contract staff members, there will be a minimum of seven observations, with at least 2 observations completed by one or more secondary evaluators. For Professional Staff members in their first year in the Windham School District, these observations will not begin prior to mid-September so that mentors can do the first observations. At least 5 observations must be completed by February vacation, two of which must be completed by a secondary evaluator. All 7 observations must be completed by Memorial Day.

## **Summary Evaluation Report**

Each year, all professional staff will be given a summary evaluation written by their Primary Evaluator. The three focus areas are the inclusion of the two Professional Practice goals with the updates written by the Professional Staff member, the Self-Reflection rubric completed by the Primary Evaluator, and a brief summary of strengths and growth areas. The growth areas will be used to develop Professional Staff members' goals for the following school year. The professional staff will then meet with their primary evaluators to discuss the evaluation. Annual Contract Staff members will have their summary evaluation meeting in February. Continuing Contract Staff members will have their summary evaluation meeting in May. When completed, the Professional Staff member's summary evaluation completed by the evaluator will be printed and signed by both the staff member and the evaluator. It will then be submitted to the SAU office to be placed in the Professional Staff member's personnel file.

## Observation Reminders

	Continuing Contracts	Annual Contracts	Support Plans
<b>Observation Reminders</b>	<p>Minimum of 5 observations per year.</p> <p>Three observations by the Primary Evaluator.</p> <p>Two observations by Secondary Evaluator(s).</p> <p>At least 3 observations must be completed prior to February vacation with one by Secondary Evaluator.</p> <p>All 5 observations must be completed by Memorial Day.</p> <p>Evaluator and Professional Staff Members meet face to face. Evaluator initiates contact with Professional Staff Member within 24 hours of observation to schedule a meeting time.</p> <p>Evaluator summarizes the observations in T-Eval.</p> <p>Professional Staff Members will comment (optional) and accept the observation in T-Eval.</p>	<p>Minimum of 7 observations per year.</p> <p>Majority of observations by the Primary Evaluator.</p> <p>At least two observations by Secondary Evaluator(s).</p> <p>At least 5 observations must be completed prior to February vacation with two by Secondary Evaluator(s).</p> <p>All 7 observations must be completed by Memorial Day.</p> <p>For staff new to Windham School District, observations will not begin prior to September 15, so that mentors can have an opportunity to visit the classroom.</p> <p>Evaluator and Professional Staff Members meet face to face. Evaluator initiates contact with Professional Staff Member within 24 hours of observation to schedule a meeting time.</p> <p>Evaluator summarizes the observations in T-Eval.</p> <p>Professional Staff Members will comment (optional) and accept the observation in T-Eval.</p>	<p>Min of 10 observations completed by March 15.</p> <p>Majority of observations by Primary Evaluator.</p> <p>At least 4 by Secondary Evaluator(s).</p> <p>Minimum of 1 formal observation is required.</p> <p>Evaluator and Professional Staff Members meet face to face. Evaluator initiates contact with Professional Staff Member within 24 hours of observation to schedule a meeting time.</p> <p>Evaluator summarizes the observations in T-Eval.</p> <p>Professional Staff Members will comment (optional) and accept the observation in T-Eval.</p>

## Monthly Evaluation Process Chart - All Professional Staff

Date	Continuing Contracts	Annual Contracts	Support Plans
September	<p><b>Professional Staff Member:</b> Develop 2 professional practice goals. Meet with Primary Evaluator for approval. Put goals in IPDP on MLP.</p> <p><b>Primary Evaluator:</b> Meet with staff members to discuss and approve 2 professional practice goals. Begin observations.</p>	<p><b>Professional Staff Member:</b> Complete Self-Reflection rubric. Develop 2 professional practice goals. Meet with Primary Evaluator for approval. Put goals in IPDP on MLP.</p> <p><b>Primary Evaluator:</b> Meet with staff members to discuss the Self-Reflection rubric and approve 2 professional practice goals. After September 15, begin observations.</p>	<p><b>Professional Staff Member:</b> Complete Self-Reflection rubric. Develop 2 professional practice goals. Meet with Primary Evaluator for approval. Put goals in IPDP on MLP.</p> <p><b>Primary Evaluator:</b> Meet with staff members to discuss the Self-Reflection rubric and approve 2 professional practice goals. Establish a support improvement plan with specifically established goals. Begin observations. At least one observation should be completed.</p>
October	<p><b>Primary Evaluator:</b> Continue with observations. At least one observation should be completed.</p>	<p><b>Primary Evaluator:</b> Continue with observations. At least one observation should be completed.</p>	<p><b>Primary Evaluator:</b> Continue with observations. At least two observations should be completed.</p>
November	<p><b>Primary Evaluator:</b> Continue with observations.</p>	<p><b>Primary Evaluator:</b> Continue with observations. At least 2 observations should be completed. Informal check-in on progress of goals.</p>	<p><b>Professional Staff Member:</b> Completes first goal update in T-Eval.</p> <p><b>Primary Evaluator:</b> Continue with observations. At least 3 observations should be completed. Meet with each Professional Staff member to check on progress of goals.</p>
December	<p><b>Primary Evaluator:</b> Continue with observations. At least 2 observations should be completed.</p>	<p><b>Primary Evaluator:</b> Continue with observations.. At least 3 observations should be completed.</p>	<p><b>Primary Evaluator:</b> Continue with observations. At least 4 observations should be completed.</p>
January	<p><b>Professional Staff Member:</b> Completes first goal updates in T-Eval. Meet with Primary Evaluator to discuss progress of goals.</p> <p><b>Primary Evaluator:</b> Meet with staff member to discuss progress of goals. Continue with observations.</p> <p><b>Secondary Evaluators:</b> 1 observation complete</p>	<p><b>Professional Staff Member:</b> Complete first goal updates in T-Eval. Complete second Self-Reflection Rubric.</p> <p><b>Primary Evaluator:</b> Continue with observations. At least 4 observations should be completed.</p> <p><b>Secondary Evaluators:</b> 2 observations complete</p>	<p><b>Professional Staff Member:</b> Complete second goal updates in T-Eval. Complete second Self-Reflection Rubric.</p> <p><b>Primary Evaluator:</b> Continue with observations. At least 5 observations should be completed.</p> <p><b>Secondary Evaluators:</b> 3 observations complete</p>

<b>February</b>	<p><b>Primary Evaluator:</b> Continue with observations. At least 3 observations (with at least one by secondary evaluator) must be completed. Submit Observation Summary sheet to SAU prior to February vacation.</p>	<p><b>Primary Evaluator:</b> Continue with observations. At least 5 observations (with at least 2 by secondary evaluator(s)) must be completed. Complete Summative Evaluation report on T-Eval. Meet with staff member to discuss the Summative report as well as an update on progress of goals. Send signed (by both evaluator and staff member) Summative Evaluation Report and Observation Summary sheet to SAU by February Vacation.</p>	<p><b>Primary Evaluator:</b> Continue with observations. At least 7 observations (with at least 3 by secondary evaluator(s)) must be completed. Complete Summative Evaluation report on T-Eval. Meet with each staff member to discuss the Summative Evaluation report as well as an update of progress of goals. Send signed (by both evaluator and staff member) Summative Evaluation Report and Observation Summary sheet to SAU by February Vacation.</p> <p><b>Secondary Evaluator:</b> 1 additional observation</p>
<b>March</b>	<p><b>Primary Evaluator:</b> Continue with observations.</p>	<p><b>Primary Evaluator:</b> Continue with observations.</p>	<p><b>Primary Evaluator:</b> Continue with observations. All 10 observations (with at least 4 by secondary evaluator) must be completed. Send Observation Summary sheet to SAU.</p>
<b>April</b>	<p><b>Primary Evaluator:</b> Continue with observations. At least 4 observations (with 2 by secondary evaluator) should be completed.</p> <p><b>Secondary Evaluator:</b> Complete 2 observation</p>	<p><b>Primary Evaluator:</b> Continue with observations. At least 6 observations should be completed.</p>	
<b>May</b>	<p><b>Professional Staff Member:</b> Completes <b>Self-Reflection Rubric</b> and second <b>Goal Updates</b> in T-Eval by first Friday in May.</p> <p><b>Primary Evaluator:</b> Completes all 5 observations by Memorial Day. Completes Summative Evaluation report on T-Eval. Meets with staff member to discuss the Summative report as well as an update on progress of goals. Sends Summative Report (signed by both evaluator and staff member) and Observation Summary sheet to SAU by first Friday in June.</p>	<p><b>Professional Staff Member:</b> Completes second <b>Goal Updates</b> in T-Eval by first Friday in May.</p> <p><b>Primary Evaluator:</b> Completes all 7 observations by Memorial Day. Meets with staff member to discuss progress of goals. Sends Observation Summary sheet to SAU by first Friday in June.</p>	<p><b>Professional Staff Member:</b> Completes third <b>Goal Updates</b> in T-Eval by first Friday in May.</p> <p><b>Primary Evaluator:</b> Meets with each staff member to discuss progress of goals.</p>
<b>June</b>	<p><b>By First Friday in June, all signed Summative Evaluation Reports and Observation Summary sheets are submitted to SAU.</b></p>	<p><b>By First Friday in June, all Observation Summary sheets are submitted to SAU.</b></p>	<p><b>By First Friday in June, all Observation Summary sheets are submitted to SAU.</b></p>

# The Rubrics:

## WSD Teacher Evaluation Rubric

### 1. Planning and Preparation for Learning

	Frequently	Occasionally	Seldom
Demonstrates knowledge of content and related pedagogy.			
Plans lessons aligned to the district curriculum with clearly defined goals.			
Designs instruction that is meaningful, authentic, and relevant utilizing a variety of instructional resources (i.e. materials and technology).			
Prepares lessons that address a variety of student needs, styles, and interests.			
Collaborates to ensure common learning outcomes for grade level classes.			

### 2. Classroom Management

	Frequently	Occasionally	Seldom
Creates a stimulating and effective environment for learning.			
Establishes, communicates, and maintains high standards for student behavior.			
Creates a climate that promotes fairness and positive interactions with mutual respect between teachers and students.			
Maximizes academic learning time through routines, pacing, and smooth transitions.			

### 3. Delivery of Instruction

	Frequently	Occasionally	Seldom
Fosters a growth mindset with the belief that all students, through effective effort, can master the material.			
Clearly communicates daily learning goals and objectives for students.			
Presents the lesson or instructional activity using concepts and language understandable to students			
Delivers lessons with attention to students' interests, skills, and varied approaches to learning.			
Has students actively think about, discuss, and apply the ideas and skills being taught.			

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

	Frequently	Occasionally	Seldom
Clearly communicates and models expectations for student work.			
Uses a variety of methods to check for understanding.			
Provides students opportunities to self-assess and grow in their learning.			
Gives specific descriptive feedback.			
Uses data to adjust planning and teaching.			
Identifies struggling students and helps to provide and/or coordinate services and support.			
Collaborates with colleagues to analyze student data and reflect on the effectiveness of lessons to improve instruction.			

#### 5. Family and Community Outreach

	Frequently	Occasionally	Seldom
Responds to parents in a respectful, professional and timely manner.			
Communicates with parents about student performance and progress (i.e. up-to-date grades, personal communication, and conferences)			
Provides parents information about the instructional program through up-to-date learning pages, newsletters, etc.			
Enriches curriculum through the incorporation of volunteers, guest speakers, community resources, etc.			

#### 6. Professional Responsibilities

	Frequently	Occasionally	Seldom
Shows respect for students, parents, peers, and administration by being present, punctual and prepared for class, work and meetings.			
Shows respect for students, parents, peers, and administration through professional words and actions.			
Follows the policies, regulations, and procedures of the school and district.			
Actively participates and makes contributions to school and/or district activities and projects.			
Seeks out opportunities to improve, grow, and learn as a professional.			

## Special Education Teacher Evaluation Rubric

### 1. Planning and Preparation for Learning

	Frequently	Occasionally	Seldom
Demonstrates knowledge of content and related pedagogy.			
Plans lessons aligned to the district curriculum with clearly defined goals and related to individual student's IEP goals and objectives.			
Designs instruction that is meaningful, authentic, and relevant utilizing a variety of instructional resources (i.e. materials and technology).			
Prepares lessons that address a variety of student needs, styles, and interests and addresses the unique learning profiles of individual students that require specialized instruction.			
Collaborates with general education teachers to ensure students with disabilities gain meaningful access to instruction in general education classes.			

### 2. Classroom Management

	Frequently	Occasionally	Seldom
Creates a stimulating and effective environment for learning			
Establishes, communicates, and maintains high standards for student behavior.			
Creates a climate that promotes fairness and positive interactions with mutual respect between teachers and students.			
Maximizes academic learning time through routines, pacing, and smooth transitions.			

### 3. Delivery of Instruction

	Frequently	Occasionally	Seldom
Fosters a growth mindset with the belief that all students, through effective effort, can master the material.			
Clearly communicates daily learning goals and objectives for students.			
Presents the lesson or instructional activity using concepts and language understandable to students			
Delivers lessons with attention to students' interests, skills, and varied approaches to learning.			
Has students actively think about, discuss, and apply the ideas and skills being taught.			

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

	Frequently	Occasionally	Seldom
Clearly communicates and models expectations for student work.			
Uses a variety of methods to check for understanding.			
Provides students opportunities to self-assess and grow in their learning.			
Gives specific descriptive feedback.			
Uses data to adjust planning and teaching.			
Identifies struggling students and helps to provide and/or coordinate services and support.			
Collaborates with colleagues to analyze student data and reflect on the effectiveness of lessons to improve instruction.			
Completes IEP progress reports accurately and efficiently, in a timely manner.			

#### 5. Family and Community Outreach

	Frequently	Occasionally	Seldom
Responds to parents in a respectful, professional and timely manner.			
Communicates with parents about student performance and progress (i.e. up-to-date grades, personal communication, and conferences), as well as IEP team related issues.			
Provides parents information about the instructional program through up-to-date learning pages, newsletters, etc.			
Enriches curriculum through the incorporation of volunteers, guest speakers, community resources, etc.			

#### 6. Professional Responsibilities

	Frequently	Occasionally	Seldom
Shows respect for students, parents, peers, and administration by being present, punctual and prepared for class, work and meetings.			
Shows respect for students, parents, peers, and administration through professional words and actions.			
Follows the policies, regulations, and procedures of the school and district.			
Actively participates and makes contributions to school and/or district activities and projects.			
Seeks out opportunities to improve, grow, and learn as a professional.			
Demonstrates understanding and compliance with all special education procedural safeguards and timelines.			
Complete all special education paperwork accurately and efficiently.			

**Specialist Evaluation Rubric (Speech Language Pathologist, Occupational Therapist, Reading Specialist, RTI, BCBA, Executive Functioning Coach, ELO Coordinator)**

**1. Planning and Preparation for Learning**

	Frequently	Occasionally	Seldom
Demonstrates knowledge of content and related pedagogy.			
Plans lessons aligned to the district curriculum with clearly defined goals and related to the individual goals and objectives of each student(s).			
Designs instruction that is meaningful, authentic, and relevant utilizing a variety of instructional resources (i.e. materials and technology).			
Prepares lessons that address a variety of student needs, styles, and interests and addresses the unique learning profiles of individual students that require specialized instruction.			
Collaborates to ensure common learning outcomes for grade level classes.			

**2. Classroom Management**

	Frequently	Occasionally	Seldom
Creates a stimulating and effective environment for learning.			
Establishes, communicates, and maintains high standards for student behavior.			
Creates a climate that promotes fairness and positive interactions with mutual respect between teachers and students.			
Maximizes academic learning time through routines, pacing, and smooth transitions.			

**3. Delivery of Instruction**

	Frequently	Occasionally	Seldom
Fosters a growth mindset with the belief that all students, through effective effort, can master the material.			
Clearly communicates daily learning goals and objectives for students.			
Presents the lesson or instructional activity using concepts and language understandable to students			
Delivers lessons with attention to students' interests, skills, and varied approaches to learning.			
Has students actively think about, discuss, and apply the ideas and skills being taught.			

**4. Monitoring, Assessment, and Follow-Up**

	Frequently	Occasionally	Seldom
Clearly communicates and models expectations for student work.			
Uses a variety of methods to check for understanding.			

Provides students opportunities to self-assess and grow in their learning.			
Gives specific descriptive feedback.			
Uses data to adjust planning and teaching.			
Identifies struggling students and helps to provide and/or coordinate services and support.			
Collaborates with colleagues to analyze student data and reflect on the effectiveness of lessons to improve instruction.			
Completes progress reports (IEP or general) accurately and efficiently, in a timely manner.			
Utilizes current assessment tools to accurately assess student performance and write a meaningful and understandable report, including results and recommendations.			

### 5. Family and Community Outreach

	Frequently	Occasionally	Seldom
Responds to parents in a respectful, professional and timely manner.			
Communicates with parents about student performance and progress (i.e. up-to-date grades, personal communication, and conferences), as well as team related issues.			
Provides parents information about the instructional program through up-to-date learning pages, newsletters, etc.			
Enriches curriculum through the incorporation of volunteers, guest speakers, community resources, etc.			

### 6. Professional Responsibilities

	Frequently	Occasionally	Seldom
Shows respect for students, parents, peers, and administration by being present, punctual and prepared for class, work and meetings.			
Shows respect for students, parents, peers, and administration through professional words and actions.			
Follows the policies, regulations, and procedures of the school and district.			
Actively participates and makes contributions to school and/or district activities and projects.			
Seeks out opportunities to improve, grow, and learn as a professional.			
Demonstrates understanding and compliance with all required procedural safeguards and timelines.			
Complete all required paperwork accurately and efficiently.			

## Evaluator Rubric (School Psychologist, SAIF)

### 1. Planning and Preparation for Learning

	Frequently	Occasionally	Seldom
Demonstrates knowledge of content and related pedagogy.			
Demonstrate knowledge of various assessment tools used for evaluating students.			
Designs instruction that is meaningful, authentic, and relevant utilizing a variety of instructional resources (i.e. materials and technology).			
Is knowledgeable about the assessment tools that address a variety of student needs, styles, and interests.			
Collaborates to ensure common learning outcomes for grade level classes.			
Designs and/or uses templates for written reports that provide a clear structure for reporting assessment results.			
Reviews student's files in preparation for administering assessments.			

### 2. Classroom Management

	Frequently	Occasionally	Seldom
Creates a stimulating and effective environment for administering assessments.			
Establishes, communicates, and maintains high standards for student behavior.			
Creates a climate that promotes fairness and positive interactions with mutual respect between teachers and students.			
Demonstrates flexibility to extend assessment tool parameters, as allowable, to obtain the student's best results, based on the student's learning needs.			

### 3. Delivery of Assessment

	Frequently	Occasionally	Seldom
Establishes a positive rapport with students to foster the best performance			
Clearly communicates the purpose of the assessment.			
Presents the assessment using concepts and language understandable to students.			
Administers assessments being mindful of students' needs in order to achieve maximum performance.			
Answers questions from students relative to testing procedures.			

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

	Frequently	Occasionally	Seldom
Clearly communicates and models expectations for student work.			
Uses a variety of methods to check for understanding.			
Provides students opportunities to self-assess and grow in their learning.			
Gives specific descriptive feedback.			
Uses data to adjust administration of assessments, as necessary.			
Identifies struggling students and helps to provide and/or coordinate services and support.			
Collaborates with colleagues to analyze student data and reflect on the effectiveness of lessons to improve instruction.			

#### 5. Family and Community Outreach

	Frequently	Occasionally	Seldom
Responds to parents in a respectful, professional and timely manner.			
Communicates with parents about student performance and progress (i.e. up-to-date grades, personal communication, and conferences)			
Provides parents information related to testing (understanding of report scoring, recommendations for next steps, resources, etc.)			
Makes recommendations to team members as they relate to student performance based on assessment results.			

#### 6. Professional Responsibilities

	Frequently	Occasionally	Seldom
Shows respect for students, parents, peers, and administration by being present, punctual and prepared for class, work and meetings.			
Shows respect for students, parents, peers, and administration through professional words and actions.			
Follows the policies, regulations, and procedures of the school and district.			
Actively participates and makes contributions to school and/or district activities and projects.			
Seeks out opportunities to improve, grow, and learn as a professional.			

## School Counselor Evaluation Rubric

### 1. Planning and Preparation for Learning

	Frequently	Occasionally	Seldom
Demonstrates knowledge of content and related pedagogy.			
Plans lessons, with clearly defined goals, that are aligned to the district curriculum.			
Supports all students in setting and implementing goals			
Anticipates students' misconceptions and confusions and is able to develop strategies to overcome them.			
Draws appropriately conclusions about students, programming and practices (both individually and in student support teams).			
Develops and maintains routines for completing all aspects of a counselor's responsibilities including the office and lesson planning presentations			

### 2. Classroom Management

	Frequently	Occasionally	Seldom
Creates a stimulating and effective environment for counseling and learning.			
Establishes, communicates, and maintains high standards for student behavior.			
Creates a climate that promotes fairness and positive interactions with mutual respect between teachers and students.			
Uses an extensive range of counseling techniques to help students acquire decision making and problem solving skills.			

### 3. Delivery of Instruction

	Frequently	Occasionally	Seldom
Fosters a growth mindset with the belief that all students, through effective effort, can master the material.			
Clearly communicates learning goals and objectives for students when presenting in the class or during goal setting meetings.			
Presents the lesson or instructional activity using concepts and language understandable to students.			
Delivers lessons with attention to students' interests, skills, and varied approaches to learning.			
Has students actively think about, discuss, and apply the ideas and skills being taught.			

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

	Frequently	Occasionally	Seldom
Clearly communicates and models expectations for students.			
Uses a variety of methods to check for understanding.			
Provides students opportunities to self-assess and grow in their learning.			
Gives specific descriptive feedback.			
Uses data to adjust counseling and goal setting.			
Identifies struggling students and helps to provide and/or coordinate services and support.			
Collaborates with colleagues to analyze student data and plan proper interventions			

#### 5. Family and Community Outreach

	Frequently	Occasionally	Seldom
Responds to parents in a respectful, professional and timely manner.			
Communicates with parents about student performance and progress (i.e. up-to-date grades, personal communication, and conferences)			
Provides parents information about the college and career programming through up-to-date emails, newsletters, phone calls etc.			
Demonstrates to parents an in-depth knowledge of each student and strong belief the student will meet or exceed their goals.			

#### 6. Professional Responsibilities

	Frequently	Occasionally	Seldom
Shows respect for students, parents, peers, and administration by being present, punctual and prepared for class, work and meetings.			
Shows respect for students, parents, peers, and administration through professional words and actions.			
Follows the policies, regulations, and procedures of the school and district.			
Actively participates and makes contributions to school and/or district activities and projects.			
Seeks out opportunities to improve, grow, and learn as a professional.			

## Nurse Evaluation Rubric

### 1. Planning and Preparation

	Frequently	Occasionally	Seldom
Demonstrates knowledge of nursing techniques including child and adolescent development and government regulations and resources.			
Plans delivery of care aligned to the district curriculum with clearly defined goals.			
Designs interventions that are meaningful, authentic, and relevant utilizing a variety of resources (i.e. materials and technology).			
Prepares interventions to address a variety of student needs, styles, and interests.			
Collaborates to ensure common learning outcomes for all students.			

### 2. Health Room Management

	Frequently	Occasionally	Seldom
Creates an environment of respect and rapport with students, families, staff and administration.			
Establishes, communicates, and maintains high standards for student behavior.			
Creates a climate that promotes fairness and positive interactions with mutual respect between nursing staff and students.			
Maximizes academic learning time by ensuring smooth transitions and minimizing time out of class.			

### 3. Delivery of Service

	Frequently	Occasionally	Seldom
Fosters a growth mindset with the belief that all students, through effective effort, can master the school day.			
Clearly communicates goals and objectives resulting in trust in school nursing services.			
Effectively assesses students' needs contributing to appropriate program planning.			
Makes program revisions and improvements when they are needed.			
Plans for emergent situations have been developed and communicated to building staff.			

**4. Monitoring, Assessment, and Follow-Up**

	Frequently	Occasionally	Seldom
Clearly communicates and models expectations for students.			
Administers medications to students with proper documentation, ensuring that all medications are safely stored and contained.			
Provides students opportunities to self-assess and grow in their understanding of their medical needs.			
Gives specific descriptive feedback.			
Uses data to adjust planning and intervention.			
Identifies struggling students and helps to provide and/or coordinate services and support.			
Collaborates with colleagues to analyze student data and reflect on the effectiveness of interventions.			

**5. Family and Community Outreach**

	Frequently	Occasionally	Seldom
Responds to parents in a respectful, professional and timely manner.			
Communicates with parents about student performance and progress (i.e. managing their medical needs).			

**6. Professional Responsibilities**

	Frequently	Occasionally	Seldom
Shows respect for students, parents, peers, and administration by being present, punctual and prepared for class, work and meetings.			
Shows respect for students, parents, peers, and administration through professional words and actions.			
Follows the policies, regulations, and procedures of the school and district.			
Actively participates and makes contributions to school and/or district activities and projects.			
Seeks out opportunities to improve, grow, and learn as a professional.			

## Media Specialist Evaluation Rubric

### 1. Planning and Preparation for Learning

	Frequently	Occasionally	Seldom
Demonstrates knowledge of content and related pedagogy.			
Plans lessons aligned to the district curriculum with clearly defined goals.			
Designs instruction that is meaningful, authentic, and relevant utilizing a variety of instructional resources (i.e. materials and technology).			
Prepares lessons that address a variety of student needs, styles, and interests.			
Collaborates to ensure common learning outcomes for grade level classes.			

### 2. Library Behavior Management

	Frequently	Occasionally	Seldom
Creates a stimulating and effective environment for learning.			
Establishes, communicates, and maintains high standards for student behavior.			
Creates a climate that promotes fairness and positive interactions with mutual respect between teachers and students.			
Maximizes academic learning time through routines, pacing, and smooth transitions.			

### 3. Delivery of Instruction

	Frequently	Occasionally	Seldom
Fosters a growth mindset with the belief that all students, through effective effort, can master the material.			
Clearly communicates daily learning goals and objectives for students.			
Presents lessons using concepts and language understandable to students.			
Delivers lessons with attention to students' interests, skills, and varied approaches to learning.			
Has students actively think about, discuss, and apply the ideas and skills being taught.			
Assesses and monitors students to ensure content understanding			

#### 4. Collaboration and Outreach

	Frequently	Occasionally	Seldom
Responds to parents in a respectful, professional and timely manner.			
Communicates with parents about student performance and progress.			
Provides parents information about the instructional program through up-to-date learning pages, newsletters, etc.			
Enriches curriculum through the incorporation of a variety of community resources.			

#### 5. Facilities Management

	Frequently	Occasionally	Seldom
Develops goals for the media program that are clear and aligned with the school goals.			
Has a well-designed plan to support both teachers and students in their information needs.			
Shares with parents, students and teachers, the resources that are available in the school, district and larger community that support and advance program goals.			
Facilitates access to technology and ensures that it supports library programs and services.			
Identifies struggling students and helps to provide and/or coordinate services and support.			
Maintains up-to-date collection of print and on-line resources where collection is highly balanced among different areas.			

#### 6. Professional Responsibilities

	Frequently	Occasionally	Seldom
Shows respect for students, parents, peers, and administration by being present, punctual and prepared for class, work and meetings.			
Shows respect for students, parents, peers, and administration through professional words and actions.			
Follows the policies, regulations, and procedures of the school and district.			
Actively participates and makes contributions to school and/or district activities and projects.			
Seeks out opportunities to improve, grow, and learn as a professional.			

## SOURCES

Alexandria Public Schools (Virginia) performance evaluation rubrics (2003) Aspire Charter Schools, California teacher evaluation rubrics (2003)

Boston Public Schools Performance Evaluation Instrument (1997)

City on a Hill Charter School (Boston) performance evaluation rubrics (2004) Conservatory Lab Charter School (Boston) performance evaluation rubrics (2004)

*Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996) "Indicators of Teaching for Understanding" by Jay McTighe and Eliot Seif (unpublished paper, 2005) *KIPP Framework for Excellent Teaching*, Version 2.0, Summer 2012

Leading for Learning: Reflective Tools for School and District Leaders, Michael Knapp et al., Center for the Study of Teaching and Policy, University of Washington (February 2003)

*Linking Teacher Evaluation and Student Learning* by Pamela Tucker and James Stronge (ASCD, 2005) North Star Academy Charter School of Newark: Teaching Standards (2004-05)

Roxbury Preparatory Charter School, Boston: Criteria for Outstanding Teaching (2004-05)

*The Skillful Teacher* by Jon Saphier and Robert Gower (Research for Better Teaching, 1997)

*The Three Big Rocks of Educational Reform* by Jon Saphier (Research for Better Teaching, 2005) Vaughn Next Century Learning Center, Chicago performance evaluation rubric (2004)

What Works in Schools: Translating Research into Action by Robert Marzano (ASCD, 2003)