

Educator's Handbook for Professional Growth

**Specialist
Framework
Addendum**





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About the Frameworks for Specialists

The *Educator's Handbook for Professional Growth* provides a framework of standards for teachers that describe quality educational practice. However, the responsibilities of many specialists are essentially different than those of teachers. This addendum to the handbook includes frameworks and final evaluation forms for counselors, library media specialists, and instructional/therapeutic specialists. While these frameworks may not exactly fit the work of our specialists in Corvallis, they come much closer than evaluation tools used in the past. Administrators and specialists will need to review the frameworks together to determine which standards are appropriate to the specialist's work. Those standards that are not appropriate can be marked "NA" for "not applicable" on the final evaluation.

This addendum also includes fifteen additional standards for special education teachers. The Framework for Teaching covers most of the basic duties for a special education teacher, but the Licensed Evaluation Committee felt that these additional standards were needed to address responsibilities that are critical to success in that work. The committee did not break these standards into a rubric format because most are legal mandates and must be performed at the proficient level.

This addendum does not include frameworks for specialists who teach music, physical education or art, since the Framework for Teaching essentially describes their responsibilities.

Instructional / Therapeutic Specialists

This framework is a blend of Charlotte Danielson's instructional specialists and therapeutic specialist frameworks, and was developed with input from 509J specialists.

Domain I for Instructional/Therapeutic Specialist: Planning and Preparation

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge of current trends in specialty area and professional development.	Specialist demonstrates little or no familiarity with specialty area and professional development.	Specialist demonstrates basic familiarity with specialty area and trends in professional development.	Specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
1b: Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program.	Specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines.	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
1e: Planning the instructional support program, integrated with the overall school program	Specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
1f: Developing a plan to evaluate the instructional support program	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the instructional support program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for Instructional/Therapeutic Specialist: The Environment

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an environment of trust and respect	Teachers are reluctant to request assistance from the specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the specialist are respectful and trusting, with many contacts initiated by teachers.	Relationships with the specialist are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing a culture for ongoing instructional improvement	Specialist conveys the sense that the work of improving instruction is not important to school improvement.	Teachers do not resist the offerings of support from the specialist.	Specialist has established a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
2c: Establishing clear procedures for teachers to gain access to instructional support	When teachers want to access assistance from the specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators.
2d: Establishing and maintaining norms of behavior for professional interactions	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Specialist's efforts to establish norms of professional conduct are partially successful.	Specialist has established clear norms of mutual respect for professional interaction.	Specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
2e: Establishing a culture for ongoing instructional improvement	Specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3 for Instructional/Therapeutic Specialist: Delivery of Service

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Collaborating with teachers in the design of instructional units and lessons	Specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units from sources outside the school.
3b: Engaging teachers in learning new instructional skills.	Teachers decline opportunities to engage in professional learning.	Specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
3c: Sharing expertise with staff	Specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The specialist conducts extensive follow-up work with teachers.
3d: Locating resources for teachers to support instructional improvement	Specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Specialist locates resources for instructional improvement for teachers when asked to do so.	Specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e: Demonstrating flexibility and responsiveness	Specialist adheres to the plan, in spite of evidence of its inadequacy.	Specialist makes modest changes in the support program when confronted with evidence of the need for change.	Specialist makes revisions to the support program when it is needed.	Specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for Instructional/Therapeutic Specialist: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific, positive and negative characteristics. Specialist makes some specific suggestions as to how the support program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples. Specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Preparing and submitting budgets and reports	Specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c: Coordinating work with other specialist	Specialist makes no effort to collaborate with other specialists within the district.	Specialist responds positively to the efforts of other specialists within the district to collaborate.	Specialist initiates efforts to collaborate with other specialists within the district.	Specialist takes a leadership role in coordinating projects with other specialists within and beyond the district.
4d: Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences.
4f: Showing professionalism, including integrity and confidentiality	Specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Specialist is honest in interactions with colleagues and respects norms of confidentiality.	Specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

Instructional/Therapeutic Specialist Evaluation



U=Unsatisfactory B=Basic P=Proficient D=Distinguished

Domain 1—Planning and Preparation	U*	B*	P	D
1a. Demonstrates knowledge of current trends in specialty area and professional development				
1b. Demonstrates knowledge of the school’s program and levels of teacher skill in delivering that program				
1c. Demonstrates knowledge of district, state, and federal regulations and guidelines				
1d. Demonstrates knowledge of resources, both within and beyond the school and district				
1e. Plans the instructional support program, integrated with the overall school program				
1f. Develops a plan to evaluate the instructional support program				
Comments:				

Domain 2—The Environment	U*	B*	P	D
2a. Creates an environment of trust and respect				
2b. Establishes a culture for ongoing instructional improvement				
2c. Establishes clear procedures for teachers to gain access to instructional support				
2d. Establishes and maintains norms of behavior for professional interactions				
2e. Establishes a culture for ongoing instructional improvement				
Comments:				

Domain 3—Delivery of Service	U*	B*	P	D
3a. Collaborates with teachers in the design of instructional units and lessons				
3b. Engages teachers in learning new instructional skills				
3c. Shares expertise with staff				
3d. Locates resources for teachers to support instructional improvement				
3e. Demonstrates flexibility and responsiveness				
Comments:				

Domain 4—Professional Responsibilities	U*	B*	P	D
4a. Reflects on practice				
4b. Prepares and submits budgets and reports				
4c. Coordinates work with other specialists				
4d. Participates in a professional community				
4e. Engages in professional development				
4f. Shows professionalism, including integrity and confidentiality				
Comments:				

**Explanation Required*

Supervisor's Recommendation:

Contract:

- Extend contract for new two-year term
- Do not extend contract.
- Dismissal

Probationary:

- Renew one-year contract
- Do not renew contract

Temporary:

- Due to temporary status, this contract is not renewed.

The teacher's response, if desired, may be attached to this evaluation.

This is to certify that we have read and discussed the attached evaluation.

Teacher Signature

Date

Administrator Signature

Date

Library/Media Specialists

Domain I for Library/Media Specialists: Planning and Preparation

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Ia: Demonstrating a knowledge of literature and current trends in library/media practice and information technology	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
Ib: Demonstrating knowledge of the school's program and student information needs within the program	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
Ic: Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist goals for the program are rudimentary and are partially suitable to the situation in the school and age of the students.	Library/media specialist's goals for the program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
Id: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools, and in the larger community to advance program goals.	Library/media specialist is fully aware 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.
Ie: Planning the library/media program integrated with the overall school program	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, 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 plan has been developed after consultation with teachers.
If: Developing a plan to evaluate the library/media program	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for Library/Media Specialists: The Environment

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an environment of respect and rapport	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among the groups of students.	Interactions among the library/media specialist, individual students and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
2b: Establishing a culture for investigation and love of literature	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
2c: Establishing and maintaining library procedures	Media Center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media Center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media Center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media Center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to all students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of students behavior is subtle and preventative, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space to enable smooth flow	Library/media specialist 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.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist 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.

Domain 3 for Library/Media Specialists: Delivery of Service

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Maintaining and expanding the library collection in accordance with the school's needs and within budget limitations	Library/media specialist 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.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to the district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. Collection is balanced among different areas.	Library/media specialist 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.
3b: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3c: Engaging students in enjoying literature and in learning information skills	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
3d: Assisting students and teachers in the use of technology in the library/media center	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
3e: Demonstrating flexibility and responsiveness	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist's makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for Library/Media Specialists: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialists reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: Preparing and submitting reports and budgets	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4c: Communicating with the larger community	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
4d: Participating in a professional community	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

Library/Media Specialist Evaluation



U=Unsatisfactory B=Basic P=Proficient D=Distinguished

Domain 1—Planning and Preparation	U*	B*	P	D
1a. Demonstrates a knowledge of literature and current trends in library/media practice and information technology				
1b. Demonstrates knowledge of the school’s program and student information needs within that program				
1c. Establishes goals for the library/media program appropriate to the setting and the students served				
1d. Demonstrates knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan				
1e. Plans the library/media program, integrated with the overall school program				
1f. Develops a plan to evaluate the library/media program				
Comments:				

Domain 2—The Environment	U*	B*	P	D
2a. Creates an environment of respect and rapport				
2b. Establishes a culture for investigation and love of literature				
2c. Establishes and maintains library procedures				
2d. Manages student behavior				
2e. Organizes physical space to enable smooth flow				
Comments:				

Domain 3—Delivery of Service	U*	B*	P	D
3a. Maintains and expands the library collection in accordance with the school’s needs and within budget limitations				
3b. Collaborates with teachers in the design of instructional units and lessons				
3c. Engages students in enjoying literature and in learning information skills				
3d. Assists students and teachers in the use of technology in the library/media center				
3e. Demonstrates flexibility and responsiveness				
Comments:				

Domain 4—Professional Responsibilities	U*	B*	P	D
4a. Reflects on practice				
4b. Prepares and submits budgets and reports				
4c. Communicates with the larger community				
4d. Participates in a professional community				
4e. Engages in professional development				
4f. Shows professionalism				
Comments:				

**Explanation Required*

School Counselors

Domain I for School Counselors: Planning and Preparation

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Ia: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
Ib: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical development characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
Ic: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the student.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultation with students, parents and colleagues.
Id: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of government regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some knowledge of resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
Ie: Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has guiding principles and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support, not only students individually and in groups, but also the broader educational program.
If: Developing a plan to evaluate the counseling program	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for School Counselors: The Environment

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interaction among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	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.
2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school promotes productive and respectful communication between and among students and teachers. While guided by the counselor, it is maintained by both teachers and students.
2c: Managing routines and procedures	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well organized physical environment are partially successful.	Counseling center or classroom arrangement are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3 for School Counselors: Delivery of Service

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Assessing student needs	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of students needs	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c: Using counseling techniques in individual and classroom programs	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.	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.	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.	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.
3d: Brokering resources to meet needs	Counselor does not make connections with other programs in order to meet student's needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: Demonstrating flexibility and responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for School Counselors: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling department might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining records and submitting them in a timely fashion	Counselor's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records and documentation are generally accurate but occasionally are late.	Counselor's reports, records and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
4d: Participating in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Counselor displays dishonesty in interactions with colleagues, students, and with the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

School Counselor Evaluation



U=Unsatisfactory B=Basic P=Proficient D=Distinguished

Domain 1—Planning and Preparation	U*	B*	P	D
1a. Demonstrates knowledge of counseling theory and techniques				
1b. Demonstrates knowledge of child and adolescent development				
1c. Establishes goals for the counseling program appropriate to the setting and the students served				
1d. Demonstrates knowledge of state and federal regulations and resources both within and beyond the school and district				
1e. Plans the counseling program, integrated with the regular school program				
1f. Develops a plan to evaluate the counseling program				
Comments:				

Domain 2—The Environment	U*	B*	P	D
2a. Creates an environment of respect and rapport				
2b. Establishes a culture for productive communication				
2c. Manages routines and procedures				
2d. Establishes standards of conduct and contributing to the culture for student behavior throughout the school				
2e. Organizes physical space				
Comments:				

Domain 3—Delivery of Service	U*	B*	P	D
3a. Assesses student needs				
3b. Assists student and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs				
3c. Uses counseling techniques in individual and classroom projects				
3d. Brokers resources to meet needs				
3e. Demonstrates flexibility and responsiveness				
Comments:				

Domain 4—Professional Responsibilities	U*	B*	P	D
4a. Reflects on practice				
4b. Maintain records and submits them in a timely fashion				
4c. Communicates with families				
4d. Participates in a professional community				
4e. Engages in professional development				
4f. Shows professionalism				
Comments:				

**Explanation Required*

Workplace Expectations

M=Meets
NM=Not met

Expectations	M	*NM
Attendance and punctuality: The employee has regular attendance at work and work activities and is punctual in meeting deadlines, attending meetings, following schedules, and responding to communications.		
Personal appearance: The employee is dressed and groomed in a neat, clean, appropriate and professional manner for the assignment and work setting.		
Confidentiality: The employee maintains the integrity of confidential information relating to a student, family, colleague, or district patron. The employee uses or relays personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.		
Following policies and directives: The employee follows all district of supervisor policies, rules, regulations, memos, bulletins, announcements, applicable job descriptions, and reasonable requests by proper authorities.		
Setting appropriate boundaries with students: The employee maintains professional boundaries in his or her relationships with students, including use of appropriate language, appropriate physical contact, and in the use of technology such as email, text messages, or social networking internet sites.		
Collaboration: The employee maintains relationships with other staff members that are characterized by mutual support, cooperation, and respect and that build a school culture of collaboration focused on student learning.		

Comments:

Professional growth goal:

Special Education

Special education teacher responsibilities include fifteen supplemental standards in addition to the Framework for Teaching in the Educator's Handbook for Professional Growth.

Special Education Teacher Supplemental Standards

Domain 1: Planning and Preparation

- Assesses students' skills and needs in all areas of suspected disabilities using appropriate assessment methods
- Develops reports or present level of performance statements that address all required areas and lead to goal standards
- Refers students to other specialists for evaluation as appropriate
- Conducts functional behavioral assessments as necessary

Domain 3: Instruction

- Develops and implements individual education plans that include long and short term goals and aligns instruction to those goals
- Maintains and interprets data regarding student progress and makes instructional changes based on the progress data
- Ensures students are provided with necessary classroom modifications and accommodations in the Learning Resource Center and regular classrooms
- Understands and uses instructional technology
- Schedules and assigns educational assistants according to IEP and student needs
- Provides instructional coaching and feedback to educational assistants and classroom teachers to ensure students receive appropriate instruction

Domain 4: Professional Responsibilities

- Participates in group decision making processes (for example, IEPs, RTI, grade and level)
- Solicits parent input in the development of their student's educational program, including involving them in the IEP process in a meaningful manner
- Keeps supervising administrators and immediate supervisor informed of program activities and concerns
- Maintains records as defined by school, department, district and state/federal guidelines, regulations and procedures
- Interprets standardized test data for parents, teachers and professionals

(No additional standards in Domain 2: Classroom Environment.)

Special Education Supplemental Teacher Evaluation



These standards are in addition to the twenty-two standards in the Framework for Teaching in the Educator’s Handbook for Professional Growth. Use this form with the Teacher Evaluation form on p. 38 in the handbook.

M = Meets D = Developing/Basic NM = Not Met

Domain 1—Planning and Preparation	NM*	D/B	M
Assesses students’ skills and needs in all areas of suspected disabilities using appropriate assessment methods			
Develops reports or present level of performance statements that address all required areas and lead to goal standards			
Refers students to other specialists for evaluation as appropriate			
Conducts functional behavioral assessments as necessary			
Comments:			

Domain 3—Instruction	NM*	D/B	M
Develops and implements individual education plans that include long and short term goals and aligns instruction to those goals			
Maintains and interprets data regarding student progress and makes instructional changes based on the progress data			
Ensures students are provided with necessary classroom modifications and accommodations in the Learning Resource Centers and regular classrooms			
Understands and uses instructional technology			
Schedules and assigns educational assistants according to IEP and student needs			
Provides instructional coaching and feedback to educational assistants and classroom teachers to ensure students receive appropriate instruction			
Comments:			

Domain 4—Professional Responsibilities	NM*	D/B	M
Participates in group decision making processes (for example, IEPs, RTI, grade and level)			
Solicits parent input in the development of their student’s educational program, including involving them in the IEP process in a meaningful manner			
Keeps supervising administrators and immediate supervisor informed of program activities and concerns			
Maintains records as defined by school, department, district and state/federal guidelines, regulations and procedures			
Interprets standardized test data for parents, teachers and professionals			
Comments:			

*Explanation required