

City of Biddeford
School Committee
November 26, 2019 4:30 PM Little Theater at BHS

- A. Call to Order:**
- B. Roll Call:**
- C. Pledge of Allegiance:**
- D. Adjustments to Agenda:**
 - D.1. ADDENDUM
[Addendum 11_26_19.pdf](#)
- E. Consideration of Minutes:**
 - E.1. Minutes: 11/26/19
[Minutes 11_12_19.pdf](#)
- F. Consent Agenda**
 - F.1. Appointments:
 - Gay Myrell F. Arsenault ~ Ed Tech II JFK ~ New Position
 - Jessica Loverdi ~ Ed Tech II JFK ~ New Position
 - Kaitlyn Friel ~ Ed Tech II JFK ~ New Position
 - Susan Bowdoin ~ Clinical Instructor-CNA COT ~ Replacing Sonja Williams (Perkins Grant)
 - ADDENDUM:
 - Barbara Laverriere ~ Ed Tech I BIS ~ New Position
 - Resignations:
 - Brianna McInnis ~ Ed Tech II BPS ~ Resignation
 - Michelle Oliver ~ Special Education Teacher BIS ~ Resignation
 - Cassandra St. Ours ~ Ed Tech II BIS ~ Resignation
- G. Student Rep Reports:**
- H. Superintendent's Report:**
- I. Committee Reports: Finance/Building, Grounds; Curriculum; Policy; Waterhouse Advisory Committee**
- J. Old Business:**
- K. New Business: Public participation opportunity after each item listed below (3 minutes per item)**
 - K.1. Consideration of revision to Instructional Personnel Evaluation System
[Teacher Evaluation Biddeford - Heavily reliant on Danielson.pdf](#)
- L. Transfers:**
- M. Public Participation: (3 minutes; any item)**
- N. Communications:**
- O. Executive Session:**

P. Adjournment: - *School Committee Members: Alan Casavant, - Chair, Tony Michaud - Vice Chair, Nate Bean, Dennis Anglea, Karen Ruel, Randy Forcier, Lisa Vadnais, Dominic Deschambault*
Student Members: Abigayle Michaud - BHS, Emily Boilard - BHS

Biddeford School Department

Tuesday, November 26, 2019

4:30 pm

Little Theater BHS

Addendum

G. Consent Agenda:

Appointments:

Barbara Laverriere ~ Ed Tech I BIS ~ New Position

School Committee Members:

Alan Casavant-Chair	Randy Forcier
Tony Michaud-Vice Chair	Dominic Deschambault
Karen Ruel	Nate Bean
Lisa Vadnais	Dennis Anglea

Student Members:

Emily Boilard
Abigayle Michaud
cc: Jeremy Ray- Superintendent
cc: Chris Indorf-Asst. Superintendent

Biddeford School Department

Tuesday, November 12, 2019

4:30 pm

Little Theater BHS

Minutes

- A. Call to Order:** Meeting was called to order at 4:30 PM.
- B. Roll Call:** Alan Casavant, Tony Michaud, Lisa Vadnais, Randy Forcier, Dominic Deschambault, Nate Bean, Emily Boilard, Abigayle Michaud, Jeremy Ray, and Chris Indorf were all present.
- C. Pledge of Allegiance:** The pledge was led by Alan Casavant.
- D. Performance:**
- Biddeford Marching Band Drumline
- E. Adjustments to the Agenda:** None
- F. Approval of Last Meeting's Minutes:** Minutes from 10/22/19 ~ Tony Michaud moved to approve the minutes from 10/22/19, Nate Bean seconded, and all were in favor.
- G. Consent Agenda:** ~ Tony Michaud moved to approve the consent agenda, Nate Bean seconded, and all were in favor.

Resignations:

- Donna LeClerc ~ Custodian BHS ~ Retirement
- Phyllis Lapointe ~ Custodian BHS ~ Retirement
- Veronica Wakefield ~ Custodian BPS ~ Resignation
- Kelly Robinson ~ Custodian BMS ~ Resignation
- Brianne McInnis ~ Ed Tech II BPS ~ Resignation

Appointments:

- Jaqueline Watt ~ Ed Tech II JFK ~ Replacing Jeffrey Casavant
- Laurie Williams ~ Ed Tech I BHS ~ New Position
- William Worthley ~ Ed Tech III - RISE Room BMS ~ Replacing Gary Pleau
- John Niles ~ Ed Tech BPS ~ Replacing Mary Thomas who moved to BIS
- Mitch Bailey ~ Assistant 7th Grade Head Coach Football BMS Stipend
- Don Perreault ~ 8th Grade Softball Coach BMS Stipend
- Abbie Paquette ~ 7th Grade Field Hockey Coach BMS Stipend
- Courtney Mann ~ Ed Tech II BMS ~ Replacing Jacqueline Watt
- Lyndsey Stickles ~ Supervision Aide BPS ~ Replacing Linda Patterson
- Jack Lapham ~ JV Boys Basketball Coach BHS Stipend
- Keith Leblanc ~ Freshmen Boys Basketball Coach BHS Stipend

- H. Student Rep Reports:** ~ Emily Boilard and Abigayle Michaud reported on how the current school year has been going.

I. Superintendent's Report:

- *The Bridge* community newsletter was mailed out to all homes in Biddeford last week. It is also available online at the School Department's website or printed copies have been distributed to each school.
- As a continued effort to better connect with the "new Mainers" in Biddeford, we are hosting our annual Biddeford Rising gathering on Thursday, November 14th

School Committee Members:

Alan Casavant-Chair	Randy Forcier
Tony Michaud-Vice Chair	Dominic Deschambault
Karen Ruel	Nate Bean
Lisa Vadnais	Dennis Anglea

Student Members:

Emily Boilard
Abigayle Michaud
cc: Jeremy Ray- Superintendent
cc: Chris Indorf-Asst. Superintendent

from 5:30 to 7:00 p.m. at Biddeford Middle School. The free event is open to the public and will include a community meal.

- Congratulations to the Marching Band on their recent Silver Award at the Maine Band Directors Association Marching Band Show Finals on November 2nd. This is a notable effort by the team, and directors Chris Ferrell and Mike Murphy, for the first season after a 10-year hiatus.
- This weekend there is "A Night of Theater" at Biddeford Middle School's Performing Arts Center on Friday and Saturday, November 15 and 16 at 7 pm. Tickets are \$5 at the door. BHS will hold its National Honor Society Induction Ceremony on Tuesday, November 19th at 7 pm in Little Theater.

J. Committee Reports: Stipend Committee

- K. Old Business:** ~ The policies below were all taken as a flight. Tony Michaud moved, Randy Forcier seconded, and all were in favor.

2nd reading of policies:

Revised:

- GBEEB ~ Employee/Volunteer-Student Relationship
- GBN-R2 ~ Maine Family Medical Leave Administrative Regulation
- JLF ~ Reporting Child Abuse & Neglect
- JLF-E ~ Suspected Child Abuse/Neglect Report Form
- KI ~ Visitors to Schools

New:

- ADC ~ Tobacco Use & Possession re-written (ref. LD 152)
- IMGB ~ Therapy Dogs in Schools
- KIA ~ Videotaping/Filming/Photography of Students or Instructional Spaces
- Cross-Reference ~ KI

L. New Business:

- Approval of substitute teacher pay ~ Nathan Bean motioned to raise the amount of substitute teacher daily pay to \$100 and retired teachers to \$110. There was no second motion. Tony Michaud motioned to raise the amount of substitute teacher daily pay to \$100 and retired teachers to \$120. Lisa Vadnais seconded. After discussion, the vote was 4 in favor and 2 opposed.

- L. Public Participation (3 minutes; any item)** ~ Beth Donohoe, teacher at Biddeford Primary School and Union Representative stepped forward to share with the school committee and public all the great things the teachers in the Biddeford School Department are doing.

- M. Communications:** ~ Tony Michaud moved to change the next school committee's start time to 4:30 pm, Lisa Vadnais seconded, and all were in favor.

- N. Executive Session:** ~ Tony Michaud moved, to enter into executive session at 5:00 pm, Nate Bean seconded, and all were in favor.

- 1 M.R.S.A. § 405(6)(D) - Discussion of Teachers' Collective Bargaining Agreement

- O. Adjournment:** Tony Michaud moved to adjourn executive session at 5:28 pm, Lisa Vadnais seconded, and all were in favor.

Signed:



Date: 11/20/19

School Committee Members:

Alan Casavant-Chair	Randy Forcier
Tony Michaud-Vice Chair	Dominic Deschambault
Karen Ruel	Nate Bean
Lisa Vadnais	Dennis Anglea

Student Members:

Emily Boilard
Abigayle Michaud
cc: Jeremy Ray- Superintendent
cc: Chris Indorf-Asst. Superintendent

School Committee Members:

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Biddeford School Department

18 Maplewood Avenue

Biddeford, ME 04005

Tel: (207) 282-8280 • Fax: (207) 284-7956

Memorandum

To: Biddeford School Committee
CC: Jeremy Ray
From: Chris Indorf
Date: November 26, 2019
RE: Change to teacher evaluation system

In anticipation of a 2014 statutory requirement to formally and systematically evaluate teachers, the Biddeford School Department elected to adopt one of three state-approved, off-the-shelf evaluation systems based on the work of Dr. Robert Marzano. After 5 years, both the Teachers' Association and building administrators felt it was time to change: the product didn't accurately reflect the mission of the school or the nuances of the profession, and that the tool was clunky, cumbersome, and too much one-size-fits-all. What's more, the tool and the trainings associated therewith came with a steep price tag.

After more than 6 months of work, and the input of administrators, the Teachers' Association, and Departments including nursing, counseling, and Special Education, I am pleased to present this revised draft system to the school committee for approval. Your public endorsement is required (stat. ref. Ch. 180) before an official change to our Professional Evaluation and Professional Growth Plan (PEPG) can be updated (stat. ref. Title 20-A, Ch. 508).

A few brief notes:

1. This document is watermarked DRAFT. Please note that even in draft format, any results are binding and become part of a teacher's personnel record.
2. This document is the framework of our system in its entirety for those covered by the BTA CBA; a digital tool being piloted at our schools will be populated with this content and used during in-class observations.
3. Performance tuning and inter-rater reliability training will be conducted internally with our leadership group following the school committee's endorsement.
4. By state law, indicates
 - a. We must have a teacher evaluation system
 - b. It must be considered publicly
 - c. It must be part of our PEPG plan, which
 - d. We must be approved by the state

Changes to the PEPG plan will be shared with this body in early 2020.

Thank you for your consideration and I look forward to addressing any questions or comments you might have.

Biddeford School Department

Faculty and Staff Evaluation System

SY 19-20

With customized rubrics for: [instructional personnel](#), [school counselors](#), [speech pathologist](#), [school psychologist](#), [school nurse](#), and [library/media specialists](#), [Special Educators](#)

Rationale

It is the position of the Maine Department of Education that “systemic changes to standards, curricula, instructional practices, and assessment will achieve little if efforts are not made to ensure that every school learner has access to highly effective teachers and school leaders.” With this position statement serving as the cornerstone of its work, the Performance Evaluation and Professional Growth (PEPG) Committee of the Biddeford School Department spent the school year 2014-2015 developing its teacher and principal evaluation system. A healthy exchange of ideas with teachers, school committee members, community members, union representatives, teachers, and administrators has resulted in thoughtful plan. The Steering Committee continues to meet annually to revise and refine the plan.

In the Spring of 2019, an expanded Steering Committee held its annual meeting to review the PEPG plan in the wake of LD 92. The following key changes were agreed to:

1. Within statutory limits, student growth would be diminished in the calculation of a Summative Effectiveness Rating (exact value TBD) effective Sept. 1, 2021
2. iObservation, the Marzano system in place for 5 years, would be replaced with a customized hybrid model containing the best of Marshall, Danielson, and internal matrices that contain universal elements of best practice *and* reflect district priorities.

Any large and complex organization needs to have a systematic procedure for evaluating staff, and for providing its employees with the opportunity to reflect and plan for professional growth. Research has shown that the absence of feedback is akin to negative feedback. And there are few who would quibble with the assertion that teaching can be a lonely or isolating profession: so often we close our doors, teach our lessons, go home, grade, plan, and repeat. Because teachers may not interact with building leadership on a daily basis, opportunities for oversight, feedback, and professional dialogue are scant. If observation, supervision, evaluation, and the use of student outcomes is best practice, it must be codified in this manual and adhered to in practice.

Education Policy

Education policy, including the evaluation of professional staff, is the prerogative of the Biddeford School Department. The frequency with which teachers will be assessed is defined by school committee policy; in sum, teachers are formally observed on a 3 year rotating schedule. New teachers are observed more frequently. Administrators may observe professional practice more frequently as needed. Professional practice is not

solely observable in a classroom setting, or with the attached rubrics. Teacher efficacy is evaluated constantly—in PLCs, at IEP Team meetings, and in the daily life and culture of the school.

Differentiation

While the Biddeford School Department's evaluation system utilizes customized rubrics for various subsets of faculty and staff (e.g., instructional staff, librarians, nurses, guidance counselors, CTE faculty, Special Education staff, etc.) there are common elements that span each rubric and apply to all faculty and staff. These include some measures of professionalism, but also directly reflect adherence to the district's 5 year "Commitment to Students," as reviewed in a public session of the School Committee in July, 2019. This "Commitment to Students" reflects the district's priorities for professional development and programming across all buildings through 2024.

Grounded in Research

To the greatest extent possible, this revised evaluation system is grounded in a body of research and the extensive work conducted by Charlotte Danielson and Kim Marshall. There are elements of Marzano's *Art and Science of Teaching* and many of the tools utilize guidance from professional organizations such as the American School Counselor Association. Each rubric seeks to identify and detail effective practices reflecting Maine law and school committee policy. Portions of the tools are empirical, others are theoretical. Still more directly reflect district expectations; these are cross-cutting standards that apply to all professionals.

Public

This system has been a work-in-progress for years. Following listening sessions with subsets of faculty in the last 5 years, modifications to the iObservation system were made to ensure that the tool was as reflective and responsive as possible. In so doing, however, fidelity to the program, tuning protocols, and interrater reliability became insurmountable challenges.

This system is:

- a. Public. It is posted online and shared with the faculty and staff.
- b. Research-based. Just as all good teachers borrow and steal, so do we! Marshall, Danielson, and Marzano are all state-approved evaluation systems. The BSD system seeks to create a hybrid of the best of each model.
- c. Developed collaboratively. More than 20 district leaders were consulted during the development phase of the system, and many of its constituent parts have been developed in whole or in part by professional staff in the last several years.
- d. Subject to review and revision. Leadership and staff will work collaboratively to bolster the system's strengths and address its weaknesses in a cycle of constant improvement.
- e. Binding. Even in its first year, and regardless of draft or iteration, documentation generated from the system is part of personnel records.

Aspirations

An evaluation system seeks to cultivate collaboration, reflective practice, and professional growth. Common themes span the scholastic milieu, regardless of the professional's specific role: equity, cultural competence, sensitivity to the ravages of trauma, advocacy for students, high expectations, attention to even the most prosaic facets of the work (i.e., professional obligations such as paperwork and compliance), personalized instruction for all students.

Levels of Performance

State law requires that all teacher evaluation systems contain 4 levels of performance¹. In accordance with the district's state- and board-approved PEPG plan, the levels will continue to be:

1. **Ineffective:** The professional performing ineffectively does not yet appear to understand the concepts underlying the component. Working on the fundamental practices of the element will enable the professional to grow in this area.
2. **Developing:** The professional performing at the developing level appears to understand the concepts underlying the component, and attempts to implement its elements. Implementation may be sporadic, intermittent, or otherwise not entirely successful. Additional professional development, classroom visits, and/or education will enable the professional to become effective in this area.
3. **Effective:** The professional performing an effective level clearly understands the concepts undergirding the component and implements it well. Most experienced, capable professionals will regard themselves and be regarded by others as performing at this level. These professionals are experienced; they know their content, their students, and utilize a variety of tools to improve the service they render to students.
4. **Distinguished:** The professionals performing at this level are masters in their field. Their classroom/offices/programs operate at a qualitatively different level from those of their peers. The students these professionals serve are highly motivated, engaged, and assume responsibility for personal growth. When novices observe distinguished professionals, they typically don't recognize what they are seeing; they can observe the results but aren't always aware of how the work is done. Distinguished-level performance is difficult to sustain, and some professionals may never attain it in one area consistently.

¹ Relies almost exclusively on Danielson, Charlotte. *Enhancing Professional Practice: A Framework for Teaching 2nd Ed.* Association for Supervision and Curriculum Development, 2007. Pp 39-40.

Biddeford School Department Performance Evaluation and Professional Practice Rubric: Instructional Personnel (p 4-8)

1. Instructional Personnel: Planning and Preparation				
Element	Ineffective	Developing	Effective	Distinguished
Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher may lack foundational and requisite knowledge required to teach in his/her area of certification	Teacher is familiar with the important concepts in the discipline, but may display a lack of passion for--or awareness of--how the concepts relate to one another or be able to communicate their importance/relevance to students.	Teacher displays solid knowledge of the important concepts, how they relate to each other, and why they are important to students and connected to the broader course/class.	Teacher displays extensive knowledge of the important concepts and how these related both to one another, other disciplines, and the lives of students.
"Knowing your clients:" being acquainted with students, adolescence, the learning process, cultural heritage, special needs	Teacher's plans and practices display little understanding of how to create, nurture, and sustain meaningful relationships with students. Teacher may lack the requisite knowledge of cultural heritage or special needs.	Teacher's plans and practices demonstrate a basic understanding or perfunctory practice of cultivating relationships with students. Requisite knowledge of cultural heritage or special needs is evident, but may be inadequate.	The teacher's plans and practice reflect accurate understanding of relationships, cultural heritage, or special needs.	Teacher's plans and practices demonstrate a deep understanding and authentic practice in the area of student relationships, cultural sensitivity/heritage, and/or special needs.
Defined instructional outcomes that are articulated to students; instruction is coherent, organized, and part of an approved program or curriculum	Instructional Outcomes are not evident to the observer or students.	Instructional outcomes may be mentioned in passing, or posted in the classroom, but are not embedded or revisited during instruction.	Instructional outcomes inform the lesson, are authentic, align with the written and approved curriculum, and can be articulated by students.	Instructional outcomes drive the lesson, are authentic, fully align with the written and approved curriculum, and can be articulated by students.
Student assessments are authentic, thoughtfully designed, meaningful, and useful in instruction, reteaching, and extended learning opportunities.	Assessment procedures and/or products are not aligned with instructional outcomes, do not contain standards, aren't blended (e.g., formative and summative), and does not inform planning for future instruction or personalized instruction for students.	Assessment procedures/products are marginally aligned with instructional outcomes, may not have clear standards, may lack diversity, and the degree to which they inform planning for future instruction or personalized instruction for students is unclear to the observer.	Assessment procedures/products are aligned with instructional outcomes and content or performance standards. There is evidence that both formative and summative assessments are utilized for student feedback and to inform future instruction and personalized instruction for students.	Assessment procedures/products are fully aligned with instructional outcomes and content or performance standards. Both formative and summative assessments essential components of the classroom environment, and students understand and are able to articulate their importance and relevance.

2. Instructional Personnel: Classroom Environment				
Element	Ineffective	Developing	Effective	Distinguished
Creating and maintaining an environment of respect and rapport	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students may respond in kind, exhibiting disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' culture(s). Students exhibit respect-out-of-compliance.	Teacher-student interactions are friendly and demonstrate general and mutual caring and respect. Interactions are appropriate to the age and cultures of the students, and students generally exhibit respect for the teacher	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher, and the teacher lives by the credo that "students don't care how much you know until they know how much you care."
Establishing a culture of learning	Students lack pride in their work, are motivated by compliance. Low expectations are perceived as low for at least some students, and teachers and/or students convey a negative attitude for the content.	Teacher communicates the importance of the work, but with little conviction or with modest expectations for quality. Student accept minimal responsibility to produce quality work, and are unable to articulate why the work matters.	Teacher conveys genuine interest in the curriculum, and instructional strategies reflect that interest, convey high expectations for students, and require students to complete thoughtful work of which they are proud.	Students demonstrate through their active participation, curiosity and contributions to class their interest in the work. Instructional outcomes convey high expectations, which students have internalized, and students pay attention to detail and view learning as a cycle of constant improvement.
Effective classroom management practices	Classroom is disorganized; routines are not evident; students are often confused and frustrated. Instructional time may be lost because of poor transition or frequent interruption.	Classroom is functional, but may be noisy, marked by prolonged or unplanned transition, or frequently interrupted by poorly managed student behavior. Students generally understand classroom routines and expectations.	The teacher clearly communicates and enforces consistent expectations, effectively manages disruptions, encourages efficient and well-practiced transitions, and maximizes learning through coherent management practices.	The teacher expertly implements a program that develops positive interactions and transitions, undergirded by effective routines and transitions. The teacher is alert, poised, dynamic, self-assured and attuned to minor disruptions that might metastasize.
Managing student behaviors	Student behavior is not monitored, and/or misbehavior is not addressed, and/or teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students, or willfully ignore misbehavior.	Teacher is alert to student behavior at all times, and responds to it appropriately	Monitoring by teacher is subtle and preventative. The classroom environment encourages students to monitor their own behavior, and "positive peer pressure" is reflected in a positive and respectful learning space.
Utilization of support and ancillary staff	Support and ancillary staff have no clearly defined duties, are idle most of the time, or are utilized inappropriately.	Support and ancillary staff are productively and appropriately engaged during portions of the class.	Support and ancillary staff are productively and appropriately engaged during the entire class.	Support and ancillary staff make a substantive contribution to the classroom environment and student outcomes.

3. Instructional Personnel: Instruction				
Element	Ineffective	Developing	Effective	Distinguished
Communication with Students	Teacher ignores or brushes aside students' questions or interests	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted	Teacher successfully accommodates students' questions or interests, and responds appropriately to behaviors	Teacher successfully makes adjustments to lesson content based on student feedback and seizes major opportunities to enhance learning, including by building on student interest or a constructive and aligned spontaneous event or dialogue.
Utilizing effective questioning and discussion techniques	Teacher's questions are of poor quality, perfunctory, or unchallenging. Discussion is predominantly recitation. Teacher is sage on the state.	Teacher's questions combine elements of lower and higher order thinking. Some invite a thoughtful response. Some attempts and genuine discussion is made, with uneven results.	Most of the teacher's questions are thoughtful, high quality, and allow for adequate wait time. Teacher creates opportunity for engaging discussion among students, and knows when to step aside and when to moderate.	Teacher's questions are uniformly high quality. Students are engaged and motivated by higher order questions, and demonstrate an interest in--and assume responsibility for--contributions to dialogue.
Student engagement in lessons/learning	Activities, assignments, lesson objectives, or materials are inappropriate for students' age or background and students are not engaged.	Activities, assignments, lesson objectives, or materials are marginally appropriate for students' age or background. Some students are engaged, others are not	Materials, lesson outcomes, and classroom activities are developmentally appropriate and engaging for most students. Students are cognitively engaged in an exploration of the content, and materials are suitable to the lesson's purposes.	All students are engaged in activities and assignments. Tasks and activities are complex and challenging. Instructional materials and resources are well matched to stated and desired outcomes.
Using assessment and student data in and to inform instruction	Students are not aware of the criteria and performance standards by which their work will be evaluated; there is no evidence that student data is used to inform instruction	Students know some of the criteria and performance standards by which their work will be evaluated; it is unclear what and how student data is used to inform instruction.	Students are fully aware of the criteria and performance standards by which their work will be evaluated; student data informs instruction, pacing, and personalized learning in an authentic, meaningful fashion.	Students are fully aware of the performance standards and have contributed to the development of them; student data drives instruction, pacing, and all aspects of personalized learning.
Being flexible and responsive	Teacher is unable or unwilling to respond to student needs, and/or strictly adheres to the requirements of the task at the expense of personalized learning.	The teacher is occasionally able to pivot during a lesson, and responds to some student needs. The class may feel rigid, regardless of what underlies the lack of observable flexibility.	The teacher demonstrates flexibility and responsiveness and is able to adapt based on allotted time, unplanned distractions, student feedback, reteaching needs, and the like.	The teacher is nimble and responds quickly and appropriately to changing conditions in the classroom. A pivot is seamless and doesn't register as a seismic shift with students--it's second nature.

4. Instructional Personnel: Professional Responsibility				
Element	Ineffective	Developing	Effective	Distinguished
Maintaining Accurate Records	Teacher does not keep accurate or timely records, or fails to submit them to supervisors or agencies whose mission is to serve students.	Teacher keeps minimal records. Teacher may not use records collaboratively, honor appropriate student confidentiality, or submit information to supervisors or cooperating agencies on time.	Teacher keeps accurate, up to date records and uses them in compliance with federal and state law. Records are used to plan academically for students and shared with approved stakeholders appropriately.	The teacher maintains and utilizes accurate and detailed records for purposes that go beyond compliance: these records are used for students' benefit, are organized, secure, and accessible and appropriately shared and disseminated..
Communicating with Families (student progress, student concerns, following attendance protocols)	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate or late.	Teacher adheres to the school's basic requirements for communication, but engagement is wanting. Responses to family concerns are minimal, or may reflect occasional insensitivity to cultural norms.	Teacher's efforts to engage families in the instructional program are frequent and successful. They respect cultural norms, are timely, and make families feel part of their child's educational team.	Teacher provides information to families frequently, utilizing student feedback. Communication is handled with great care and sensitivity, and engagement strategies are successful. Family participation is enhanced as a result of the teacher's efforts.
Showing professionalism	Teacher may exhibit dishonesty in interactions with colleagues, students, or parents, does not contribute to a positive school culture and climate, makes decisions and recommendations based on personal needs, or fails to comply with district policy or procedure.	Teacher is honest with stakeholders, does not intentionally contribute to a negative school culture and climate, makes decisions based on a balance of self interest and professional consideration, and complies fully with regulation and policy.	Teacher displays high levels of personal and professional integrity and in most settings works to ensure that all students have an opportunity to succeed. The teacher has an open mind, is part of a team, and complies fully with policy and procedure.	The teacher is held up by her peers as having the highest level of integrity. The teacher is proactive in serving students, makes a concerted effort to counter any negativity in school culture and climate, makes decisions based on the highest professional principles, and complies fully with district regulation and procedure, taking a leadership role in crafting them.
Participating in a Professional Community	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry and development.	Teacher enthusiastically takes a leadership role in promoting a culture of professional inquiry. Teacher engages PD efforts and makes valuable contributions.

5. Instructional Personnel: District's Commitment to Students				
Element	Ineffective	Developing	Effective	Distinguished
MTSS/RtI	MTSS/RtI protocols are not observed; teacher does not have a plan to assist students who struggle academically.	MTSS/RtI protocols are followed in a perfunctory manner; compliance with district policies is more evident than the moral imperatives.	MTSS/RtI protocols are observed. Teacher keeps accurate and contemporary records and collaborates with grade level teams or departments to plan on behalf of students. Interventions are targeted, appropriate, and data-informed.	MTSS/RtI protocols are observed and lived. Interventions are embedded in daily instruction, planning, and collaboration. A thoughtful and targeted plan is enacted for all struggling students, and teacher routinely differentiates instruction for students. RtI is core to instruction and daily practice.
Trauma Sensitive	All students receive identical learning opportunities regardless of their individual needs.	The teacher engages students by building relationships and learning of the students' strengths and interests. The teacher is utilizing the established relationship to increase student involvement in school.	Expectations are communicated in a clear, concise and positive ways, and goals for achievement are consistent. The classroom employs positive support for behaviors and opportunities exist for students to learn and practice regulation of emotions.	The teacher continues to build effective relationships with the students and home. Consistent opportunities exists for effective communication with the family and student. Utilization of school resources to continue to support the development of the student as a learner.
Student-Centered, standards-based instruction, curriculum, assessment.	A balanced instructional model is not observed, or is teacher-centric. Instruction and assessment are not aligned to a transparent learning target.	Active participation in an engaging learning environment with evidence of balanced instructional model, to include standards-referenced goals and outcomes.	Instruction is balanced to include whole group, small group, collaborative, and independent learning. Instructional goals and assessments are transparent, skills-based, and reflective of various student interests and abilities. Different learning strategies are present, and include student choice and differentiation.	Inclusive of "effective" and -- Students are engaged in critical thinking, problem-based learning, with an emphasis on self-reflection, student ownership, self-assessment and individual goal setting.

Biddeford School Department Performance Evaluation and Professional Practice Rubric: SCHOOL LIBRARY/MEDIA SPECIALISTS (p 9 - 13)

1. Library-Media Specialist (LMS): Planning and Prep				
Element	Ineffective	Developing	Effective	Distinguished
Knowledge of literature and current trends in library/media practice and information technology	LMS demonstrates little or no knowledge of literature and of current trends in practice and information technology.	LMS demonstrates limited knowledge of literature and of current trends in practice and information technology.	LMS demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, LMS demonstrates rich understanding of literature and of current trends in information technology.
Knowledge of the school's program and student information needs within that program	LMS demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	LMS demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	LMS demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	LMS takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
Establishing goals for the library/media program appropriate to the setting and the students served	LMS has no clear goals for the program, or they are inappropriate to either the situation in the school or the age of the students.	LMS's goals for the program are rudimentary and are partially suitable to the situation in the school and the age of the students.	LMS's goals for the program are clear and appropriate to the situation in the school and to the age of the students.	The goals for the program are highly appropriate to the situation in the school and to the age of the students. They have been developed following consultations with students and colleagues.
Knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	LMS demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community.	LMS demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	LMS is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	LMS 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.
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.	LMS's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	LMS's plan is well designed to support both teachers and students in their information needs.	LMS'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.
"Knowing your clients:" being acquainted with students, adolescence, the learning process, cultural heritage, special needs	The plans and practices display little understanding of how to create, nurture, and sustain meaningful relationships with students. Teacher may lack the requisite knowledge of cultural heritage or special needs.	The plans and practices demonstrate a basic understanding or perfunctory practice of cultivating relationships with students. Requisite knowledge of cultural heritage or special needs is evident, but may be inadequate.	The plans and practice reflect accurate understanding of relationships, cultural heritage, or special needs.	The plans and practices demonstrate a deep understanding and authentic practice in the area of student relationships, cultural sensitivity/heritage, and/or special needs.

2. Library-Media Specialist (LMS): The Environment				
Element	Ineffective	Developing	Effective	Distinguished
Creating an environment of respect and rapport	Interactions, both between the LMS 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 LMS and student and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the LMS and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among 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.
Establishing a culture for investigation and love of literature	LMS conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	LMS goes through the motions of performing the work of the position, but without any real commitment to it.	LMS, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	LMS, 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.
Establishing and maintaining library procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either non-existent 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.
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.	The LMS 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 LMS monitors student behavior against those standards. LMS's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. LMS's monitoring of student behavior is subtle and proactive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

Utilization of support and ancillary staff	Volunteers and/or support staff have no clearly defined duties, are idle most of the time, or are utilized inappropriately.	Volunteers and/or support staff are productively and appropriately engaged during portions of the class.	Volunteers and/or support staff are productively and appropriately engaged during the entire class.	Volunteers and/or support staff make a substantive contribution to the classroom environment and student outcomes.
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3. Library-Media Specialist (LMS): Delivery of Service				
Element	Ineffective	Developing	Effective	Distinguished
Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	LMS 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.	LMS is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	LMS adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas	LMS 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.
Collaborating with teachers in the design of instructional units and lessons	LMS declines to collaborate with classroom teachers in the design of instructional lessons and units.	LMS collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	LMS initiates collaboration with classroom teachers in the design of instructional lessons and units.	LMS initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
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.
Assisting students and teachers in the use of technology in the library/media center	LMS declines to assist students and teachers in the use of technology in the library/media center.	LMS assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	LMS initiates sessions to assist students and teachers in the use of technology in the library/media center.	LMS is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.

Demonstrating flexibility and responsiveness	LMS adheres to the plan, in spite of evidence of its inadequacy.	LMS makes modest changes in the library/media program when confronted with evidence of the need for change.	LMS makes revisions to the library/media program when they are needed.	LMS is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.
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4. Library-Media Specialist (LMS): Professional Responsibilities				
Element	Ineffective	Developing	Effective	Distinguished
Collection development, weeding, and promotion	LMS does not reflect on practices surrounding collection development, or collection exceeds its useful life, is unbalanced thematically, excessively biased, or developmentally inappropriate	LMS demonstrates some degree or awareness around his/her responsibilities to collection development, but the collection has areas of imbalance, excessive age, or is of questionable appropriateness or usefulness given the library's mission and the school's adopted curriculum.	LMS effectively manages the collection, which is generally up-to-date, aligned with the curriculum and the library's mission, and age-appropriate.	The LMS has built a collection of resources that are useful, representative of the population the school serves, is current, and reflects current trends and best practices in collection development and library maintenance.
Preparing and submitting reports and budgets	LMS ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	LMS's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	LMS honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	LMS anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
Communicating with the larger community	LMS makes no effort to engage in outreach efforts to parents or the larger community.	LMS makes sporadic efforts to engage in outreach efforts to parents or the larger community.	LMS engages in outreach efforts to parents and the larger community.	LMS is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
Participating in a professional community	LMS's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	LMS's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	LMS participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	LMS makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

Engaging in professional development	LMS does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	LMS's participation in professional development activities is limited to those that are convenient or are required.	LMS seeks out opportunities for professional development based on an individual assessment of need.	LMS actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Showing professionalism	LMS displays dishonesty in interactions with colleagues, students, and the public, violates copyright laws.	LMS is honest in interactions with colleagues, students, and the public; respects copyright laws.	LMS displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	LMS 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.

5. Library-Media Specialists (LMS)I: District's Commitment to Students

Element	Ineffective	Developing	Effective	Distinguished
MTSS/RtI	MTSS/RtI protocols are not observed; the LMS does not have a plan to assist students who struggle academically.	MTSS/RtI protocols are followed in a perfunctory manner; compliance with district policies is more evident than the moral imperatives.	MTSS/RtI protocols are observed. The LMS keeps accurate and contemporary records (or contributes to those of classroom teachers) and collaborates with grade level teams or departments to plan on behalf of students. The advancement of improved literacy outcomes among the student body are evident.	MTSS/RtI protocols are observed and lived. The LMS identifies the needs of students--particularly those pertaining to literacy--and works with colleagues to address them. The LMS considers him/herself as part of the solution, and works tirelessly to support the spirit of the school's intervention and support shema.
Trauma Sensitive	All students receive identical learning opportunities regardless of their individual needs.	The LMS engages students by building relationships and learning of the students' strengths and interests. The LMS is utilizing the established relationship to increase student involvement in school.	Expectations are communicated in a clear, concise and positive ways, and goals for achievement of students affected by traumatic experiences are consistent with the rest of the class. The library employs positive support for behaviors and opportunities exist for students to learn and practice regulation of emotions.	The LMS continues to build effective relationships with the students and home. Consistent opportunities exists for effective communication with the family and student. Utilization of school resources to continue to support the development of the student as a learner.

Student-Centered, standards-based instruction, curriculum, assessment.	A balanced instructional model is not observed, or is too focused on the needs/wants/desires of the LMS. Instruction and assessment are not aligned to a transparent learning target.	Active participation in an engaging learning environment with evidence of balanced instructional model, to include standards-referenced goals and outcomes.	Instruction is balanced to include whole group, small group, collaborative, and independent learning. Instructional goals and assessments are transparent, skills-based, and reflective of various student interests and abilities. Different learning strategies are present, and include student choice and differentiation.	Inclusive of “effective” and: students are engaged in critical thinking, problem-based learning, with an emphasis on self-reflection, student ownership, self-assessment and individual goal setting.
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Biddeford School Department Performance Evaluation and Professional Practice Rubric: SCHOOL NURSES (p 14 - 19)

1. School Nurses: Planning and Preparation				
Element	Ineffective	Developing	Effective	Distinguished
Demonstrating knowledge of Nursing process and Health	Does not assess or acknowledge student upon arrival to the health office.	Performs limited, brief nursing assessment of student upon arrival to health office.	Performs a complete and appropriate nursing assessment of student upon arrival to health office	Performs a complete, appropriate, and detailed nursing assessment of student upon arrival to health office, including questions as to past medical history and potential contributing factors.
Demonstrating knowledge of individual health needs.	Does not assess student demographic data and health history to aid in physical assessment.	Utilizes available student data occasionally to aid in performing a physical assessment of the student	Consistently utilizes available student information databases and health records to aid in performing a physical assessment of the student.	Consistently utilizes available student information databases and health records and seeks input from teachers and other relevant personnel, to aid in performing a physical assessment of the student.
Establishing goals for the nursing program appropriate to the setting and the students served	Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.	Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.	Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.	Nurse's goals for the nursing 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, parents, and colleagues.
Demonstrating knowledge of government, community, and district regulations and resources.	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.

Designing coherent service delivery plans.	Nurse is unable to develop plans that results in expected outcomes for the individual.	Creates a basic individual health plan for a student who has a medical need, but does not communicate the plan to the student's teacher.	Creates a complete individual health plan for a student with medical needs and communicates the plan to the student's teacher and appropriate staff members.	Creates a detailed individual health plan for a student with medical needs, communicates the plan to the student's teacher and appropriate staff members, and trains staff members to recognize medical signs and symptoms and assist in the care of the student.
Designing outcome evaluation	Nurse is unable to design an outcome evaluation. Does not create an individual health plan for a student returning to school with special mobility needs.	Nurse demonstrates a basic understanding of how to design an outcome evaluation. Creates a mobility plan for a student returning to school, but does not communicate the plan with the student's teacher.	Nurse is able to design an adequate outcome evaluation. Creates an individual health plan for mobility and communicates the plan with the student's teacher and other staff members.	Through collaborative practice, is able to adequately design an outcome evaluation and use the results to inform and improve services. Incorporates an evaluation tool to determine if an individual health plan for mobility is functional. Communicates the plan to the student's teacher(s), appropriate staff members, and the student's parent/guardian.

* Nursing process as defined by the National Association of School Nurses (NASN) is comprised of six (6) steps: Assessment, Nursing Diagnosis, Outcomes Identification, Planning Implementation, and Evaluation.

2. School Nurses: The Environment				
Element	Ineffective	Developing	Effective	Distinguished
Establishing a culture for health and wellness	Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers. Does not participate in health initiatives.	Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful. Occasionally participates in health initiatives. Recognizes health care needs of students but does not intervene.	Nurse promotes a culture throughout the school for health and wellness. Consistently participates in health initiatives. Provides resources to the school community regarding health and wellness issues. Serves on school committees that pertain to health initiatives.	The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students. Organizes programs that promote health and wellness. Participates in district policy development. Aids in accessing health care, and other resources for students as needed.
Following health protocols and procedures	Nurse's procedures for the nursing office are nonexistent or in disarray.	Nurse has rudimentary and partially successful procedures for the nursing office. Is aware and generally follows school district policy, procedures, and standing orders.	Nurse's procedures for the nursing office work effectively. Consistently follows school district policy, procedures, and standing orders.	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations. Contributes to the development of district policy, procedure, and standing orders related to health and wellness. Has complete documentation with follow up as needed and shares with appropriate school staff as needed.
Promoting a safe and healthy environment	Nurse does not promote a safe and healthy environment. Does not contact Department of Health for a suspected outbreak of chickenpox.	Nurse makes some attempts to promote a safe and healthy environment. Delays contacting Department of Health for suspected chicken pox outbreak.	Nurse consistently promotes a safe and healthy environment. Contacts Department of Health for suspected outbreak of chickenpox in a timely manner.	Nurse consistently engages others in the effective promotion of a safe and healthy environment that is guided by the use of research based strategies and recommendations. Contacts Department of Health for suspected outbreak of chickenpox. Provides education to school administration,

	Does not follow the Biddeford School Department medication policy, i.e. does not maintain medications in a locked location. Exception: emergency medications such as EPIPENS.	Minimally follows the Biddeford School Department medication policy, i.e. has a secure medication location but does keep locked. Exception: Emergency medications such as EPIPENS.	Follows the Biddeford School Department medication policy, i.e. maintains medications in a locked location and has logs of inventory. Exception: emergency medications such as EPIPENS. Follows medication guidelines as directed by the ME DOE health manual.	staff, and families on disease process, precautions, treatment, and follow up. Follows the Biddeford School Department medication policy, i.e. ensures that medication is in a locked location and maintains accurate logs of inventory. Exception: emergency medications such as EPIPENS. Follows medication guidelines as directed by the ME DOE health manual and provides instruction and oversees non licensed personnel in administering medications.
Organizing physical space	Health office is in disarray or is inappropriate to the planned activities. Medications are not properly stored. The health office is not safe/clean and supplies are not organized.	Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find. The health office is cluttered but accessible. Supplies are somewhat organized	Health office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized. The health office is clean, uncluttered, and easily accessible. Supplies are well organized.	Health office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized. The health office is consistently clean and organized. Supplies are well organized and the CSN monitors for expiration dates.

* The definition of School Community as defined by the National Association of School Nurse (NSAN) includes the personnel and facilities of the school and the surrounding neighborhood of people.

3. School Nurses: Delivery of Service				
Element	Ineffective	Developing	Effective	Distinguished
Communicating clearly and accurately	Nurse demonstrates ineffective oral and written communication skills.	Nurse demonstrates adequately developed oral and written communication skills.	Nurse demonstrates effective oral and written communication skills that result in purposeful and consistently positive outcomes.	Nurse demonstrates effective oral and written communication skills that result in community-building, enhancement, and trust in school nursing services.
Gathering Information	Nurse does not use appropriate information gathering techniques. Does not assess student's health history or demographic data	Nurse uses appropriate information gathering techniques most of the time. Inconsistently accesses student's health history or demographic data.	Nurse consistently uses appropriate information gathering techniques. Consistently utilizes available student health history or demographic data.	Nurse consistently uses appropriate information gathering techniques and provides comprehensive assessments that inform treatment for the individual, system, and practice at large. Consistently utilizes available student health history, demographic data, and evidenced based resources.
Utilizing assessment data and resources to deliver appropriate care	Nurse does not utilize assessment data and resources to inform/deliver appropriate care.	Nurse inconsistently utilizes assessment data and resources to inform/deliver appropriate care	Nurse consistently and effectively utilizes assessment data and resources to deliver appropriate care.	Nurse consistently and effectively utilizes assessment data and resources to deliver exceptional care and outcomes.

Demonstrates flexibility and responsiveness	Nurse does not demonstrate flexibility and responsiveness to making changes to a plan of program	Nurse is willing to make some changes to a plan or program when the results suggest that there is a need for change but does not consistently evaluate whether the changes were helpful.	Nurse is willing to make some changes to a plan or program when the results suggest that there is a need for change and consistently evaluates whether the changes were helpful.	Nurse consistently seeks input from all stakeholders to guide decision making. Demonstrates ongoing flexibility and responsiveness within the context of collaboration and systematic evaluation of changes, which results in meaningful improvements and improved outcomes.
Develop specialized healthcare plans and services for students with diverse medical needs (Inclusive of 504 plans and IEPs).	Nurse does not participate in the 504 or IEP process for a student with diverse medical needs.	Nurse inconsistently participates in the 504 or IEP process for a student with diverse medical needs.	Nurse consistently develops a specialized healthcare plan for a student with diverse medical needs as well as collaborates and educates the teacher on the healthcare plan and specific needs of the student.	Nurse consistently develops a specialized healthcare plan for a student with diverse medical needs as well as collaborates and educates the teacher on the healthcare plan and specific needs of the student. Nurse will maintain and evaluate the IHP and communicate the needs of the student with appropriate members of the school community.

4. School Nurses: Professional Responsibilities

Element	Ineffective	Developing	Effective	Distinguished
Reflecting on Professional Practice	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.	Nurse'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.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.
Maintaining health records in accordance with policy	Nurse's reports, records, and documentation are missing, late or inaccurate, resulting in confusion or in violations of student confidentiality policies or regulation.	Nurse's reports, records, and documentation are generally accurate, but are occasionally late. The confidentiality of records or the observance of student's FERPA/HIPPA rights may be questionable	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner. Records are kept confidential and student rights are usually honored.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school. Confidentiality and student rights are always honored.

Communicating with families and members of the school community	Nurse provides no information to families and/or the school community, either about the nursing program as a whole or about individual students as appropriate.	Nurse provides limited though accurate information to families and/or the school community about the nursing program as a whole and about individual students as appropriate.	Nurse provides thorough and accurate information to families and/or the school about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families and/or the school community about the nursing program and about individual students (as appropriate) through a variety of means.
Participating in a professional community	Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school or district events and projects. Nurse is not mindful of the requirements to maintain RN licensure in the State of Maine	Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested. Nurse maintains RN licensure as required by the State of Maine.	Nurse maintains positive and productive relationships with colleagues, and participates in school and district events and projects. Nurse maintains RN licensure and Department of Education Certified School Nurse certification as directed by the State of Maine.	Nurse assumes a leadership role in the school community and makes a substantial contribution to school and district events and projects. Nurse maintains RN licensure and school nurse certification as directed by the State of Maine and pursues advancement of knowledge through education, workshops, and participating in state wide school nurse collaboration
Engaging in Professional Development	Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse's participation in professional development activities is limited to those that are convenient or are required.	Nurse seeks out opportunities for professional development based on an individual assessment of need.	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Demonstrating Professionalism	Nurse demonstrates inappropriate interactions with members of the school community and violates principles of confidentiality	Nurse is appropriate interactions with members of the school community and protects confidentiality.	Nurse demonstrates high standards of honesty, integrity, and confidentiality when interacting with members of the school community.	Nurse demonstrates the highest ethical standards when interacting with and advocating for members of the school community.
Creating an environment of respect and rapport	Does not maintain confidentiality Communicates inappropriately with students or other school community members. Is not sensitive to the cultural and socioeconomic challenges of students and community members.	Compromises confidentiality at times. Occasionally causes conflict or speaks inappropriately to students or other community members. Is sensitive to the cultural and socioeconomic challenges of students and community members.	Nurse's interactions are positive and respectful with students and other members of the school community. Is professional and respectful when working with students and other community members. Consistently has appropriate and positive interactions with students and community members. Intervenes for those students and community members with cultural and socioeconomic challenges.	Students and other school community members seek out the nurse, reflecting a high degree of comfort and trust in the relationship. Is sought out by students and community members because of a trusting caring relationship. Uses respectful, supportive, and knowledgeable communications with students and community members. Actively provides resources for those

				with cultural and socioeconomic challenges.
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5. School Nurse: District's Commitment to Students				
Element	Ineffective	Developing	Effective	Distinguished
MTSS/RtI	MTSS/RtI protocols are not observed; the nurse may dismiss interventions as belonging to academic instructors and/or not view him/herself as part of a team support model, or may not make the connection between overall health and academic outcomes	MTSS/RtI protocols are followed in a perfunctory manner; compliance with district policies is more evident than the moral imperatives. Nurse may take a passive role in MTSS teams, or may demonstrate only a basic connection or appreciation of the health-achievement connection.	MTSS/RtI protocols are observed. Nurse keeps accurate and contemporary records and collaborates with grade level teams or departments to plan on behalf of students. Interventions are targeted, appropriate, and data-informed.	MTSS/RtI protocols are observed and lived. Whenever possible, academic interventions are mirrored or buttressed in student health services, or student health needs are articulated to those primarily responsible for academic program.
Trauma Sensitive	All students receive identical learning opportunities regardless of their individual needs.	The teacher engages students by building relationships and learning of the student's strengths and interests. The teacher is utilizing the established relationship to increase student involvement in school.	Expectations are communicated in a clear, concise and positive ways, and goals for achievement of students affected by traumatic experiences are consistent with the rest of the class. The classroom employs positive supports for behaviors and opportunities exist for students to learn and practice regulation of emotions.	The teacher continues to build effective relationships with the students and home. Consistent opportunities exists for effective communication with the family and student. Utilization of school resources to continue to support the development of the student as a learner.
Student-Centered, standards-based instruction, curriculum, assessment.	A balanced instructional model is not observed, or is teacher-centric. Instruction and assessment are not aligned to a transparent learning target.	Active participation in an engaging learning environment with evidence of balanced instructional model, to include standards-referenced goals and outcomes.	Instruction is balanced to include whole group, small group, collaborative, and independent learning. Instructional goals and assessments are transparent, skills-based, and reflective of various student interests and abilities. Different learning strategies are present, and include student choice and differentiation.	Inclusive of "effective" and -- Students are engaged in critical thinking, problem-based learning, with an emphasis on self-reflection, student ownership, self-assessment and individual goal setting.

Biddeford School Department - School Counselors Evaluation Guide (p 20 - 24)

1. School Counselors: Planning and Preparation				
Element	Ineffective	Developing	Effective	Distinguished
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.
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 developmental characteristics of the age group, as well as exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental 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 familiarity with resources external to the school.	Knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
Integrated counseling plan	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle 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.	The plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
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 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.	The evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

2. School Counselors: The Environment				
Element	Ineffective	Developing	Effective	Distinguished
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 interactions 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.
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 for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and student.s.
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.
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 contributions to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.

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 arrangements 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.
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3. School Counselors: Delivery of Services

Element	Ineffective	Developing	Effective	Distinguished
Assessing student needs	Counselor does not assess student needs, or the assessments results 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.
Assisting students and teachers in the formulation of academic, personal/ social, and career plans, based on knowledge of student 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.
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 oth interactions with other students and future planning.
Brokering resources to meet needs	Counselor does not make connections with other programs in order to meet student 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.
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	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

		program when confronted with evidence of the need for change.		response to student, parent, or teacher input.
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4. School Counselors: Professional Responsibilities

Element	Ineffective	Developing	Effective	Distinguished
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.	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specific suggestions as to how the counseling program 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.
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 are occasionally 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.
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.
Participating in a professional community	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.
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.
Showing professionalism	Counselor displays dishonesty in interactions with colleagues,	Counselor is honest in interactions with colleagues, students, and the	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students,	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for

	students, and the public, violates principles of confidentiality.	public; does not violate confidentiality.	and the public; advocates for students when needed.	students, taking a leadership role with colleagues.
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5. School Counselors: District's Commitment to Students				
Element	Ineffective	Developing	Effective	Distinguished
MTSS/RtI	MTSS/RtI protocols are not observed; teacher does not have a plan to assist students who struggle academically.	MTSS/RtI protocols are followed in a perfunctory manner; compliance with district policies is more evident than the moral imperatives.	MTSS/RtI protocols are observed, and the counselor has a key role in implementing and monitoring plans, as appropriate. Counselor keeps accurate and contemporary records and collaborates with grade level teams or departments to plan and monitor on behalf of students.	MTSS/RtI protocols are observed and lived. The counselor is a resource and leader in the development, implementation, and planning of interventions. A thoughtful and targeted plan is enacted for all struggling students
Trauma Sensitive	All students receive identical SEL support regardless of their individual needs.	The counselor engages students by building relationships and learning of the student's strengths and interests. The counselor utilizes the established (or surface) relationship to increase student involvement in school.	The counselor employs positive supports for behaviors, values and utilizes a positive team approach, and creates opportunities for students to learn and practice regulation of emotions.	The counselor continues to build effective relationships with the students and home. Consistent opportunities exists for effective communication with the family and student. Utilization of school resources to continue to support the development of the whole child.
Student-Centered, standards-based instruction, curriculum, assessment.	A balanced guidance model is not observed, or is counselor-centric. Instruction and assessment are not aligned to a transparent learning target.	A balanced guidance model is observed, but may be under-formed or at the margins of the counselor's work. The work may not be fully congruent with the academic program	Guidance program is balanced to include whole group, small group, collaborative, and independent work. Goals and outcomes are transparent, skills-based, and reflective of various student interests and abilities. Different learning strategies are present, and include student choice and differentiation.	Inclusive of "effective" and -- Students are engaged in critical thinking, problem-based learning, with an emphasis on self-reflection, student ownership, individual goal setting, and responsibility for self and toward the larger community..

1. Speech Pathologist: Planning and Preparation				
Element	Ineffective	Developing	Effective	Distinguished
Knowledge	Has little familiarity with speech and language or with how students learn.	Is somewhat familiar with speech and language, and/or has a few ideas about how students learn.	Knows speech and language well and has a good grasp of child development as it relates to how students learn and perform in the classroom.	Is an expert in speech and language and in child development as it relates to how students learn and perform in the classroom.
Goals for speech and language program	Has no clear goals for the therapy program, or establishes goals that are inappropriate to either the situation or the age and developmental level of the students.	Establishes goals for the program that are rudimentary and partially suitable to the situation in the school and to the age and developmental level of the students.	Establishes goals for the program that are clear and appropriate to the situation in the school and to the age and developmental level of the students.	Establishes goals for the therapy program that are highly appropriate to the situation in the school (including roles in CST and RTI) and to the age and developmental level of the students; develops goals following consultations with administrators and teacher.
Interventions match standards	Plans lessons aimed primarily at entertaining students or covering textbook chapters.	Plans lessons with unit goals in mind but without considering IEP learning standards.	Designs lessons focused on measurable outcomes aligned with most learning standards delineated by IEP.	Designs lessons with clear, measurable goals closely aligned with current needs and goals and with learning standards delineated by IEPs.
Differentiation in small group instruction	Plans lessons aimed at filling time.	Plans lessons with little thought as to how to accommodate special needs students.	Designs lessons that target diverse learning needs and goals.	Designs highly effective lessons that address individual student learning needs and goals.
Engagement	Plans lessons with little likelihood of engaging or involving students to attain objectives of the session.	Plans lessons that may engage some student interest but may not support all student investment in the objectives of the session.	Designs relevant lessons that promote student ownership of objectives of the session.	Designs highly relevant goals and lessons that orchestrate student ownership of the objectives of the session.
Organizing Learning	Plans lessons that rely mainly on ineffective learning strategies and materials including technology.	Plans lessons that involve an inconsistent mix of effective and ineffective learning strategies and materials including technology.	Designs lessons that use an effective, diverse mix of learning strategies and materials including technology.	Designs lessons that incorporate an appropriate mix of commercially available and curriculum- based learning strategies and materials for diverse learners including technology.
Organization and use physical space	Has little or no organization of testing space and/or classroom, and materials are usually not available.	Somewhat organizes testing space and classroom, but materials may be difficult to find when needed.	Organizes testing space and classroom in an appropriate manner; arranges most materials for convenient access when needed.	Organizes testing space and classroom to support therapeutic and learning goals; arranges all materials for convenient access when needed.

3. Speech Pathologist: Delivery of Daily Service and Instruction				
Element	Ineffective	Developing	Effective	Distinguished
Intervention Expectations	Does not communicate intervention goals to students.	Sometimes communicates intervention goals to students.	Clearly communicates intervention goals to students.	Is direct, specific and consistent in communicating intervention goals to students.
Relationships	Can be unfair and disrespectful to students; plays favorites.	Is fair and respectful towards most students and builds positive relationships with some students.	Is fair and respectful towards student differences and builds positive relationships with most students.	Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships.
Behavioral expectations	Does not implement strategies to foster positive interactions, or strategies do not support individual behavior plans developed by Team.	Implements strategies that sometimes foster positive interactions but may not support individual behavior plans developed by Team.	Implements strategies that mostly foster positive interactions and support individual behavior plans developed by Team.	Establishes and enforces standards for student conduct and behavior that foster positive interactions and support individual behavior plans developed by Team both in and beyond therapy.
Efficiency	Loses instructional time because of confusion, interruptions and poorly executed transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and/or inefficient transitions.	Effectively uses academic learning time through clear instruction and transitions.	Maximizes academic learning time through coherence, lesson momentum and smooth transitions.
Connections	Does not activate students' prior knowledge, experiences and/or readings.	Attempts to activate students' prior knowledge, experiences and/or readings.	Activates students' prior knowledge, experience, and sessions.	Makes purposeful connections to students' prior knowledge, experience and readings.
Clarity	Does not explain material or provide examples.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Uses clear explanations and accurate examples to present material.	Presents material thoroughly but succinctly, using relevant and engaging examples.
Techniques	Does not implement evidence-based best practices for assessments and interventions with students.	Attempts to implement evidence-based best practices for assessments and interventions with students are not always successful.	Implements evidence- based best practices for assessments and interventions with students.	Consistently implements evidence-based best practices for assessments and interventions with students.
Differentiation	Fails to individualize instruction for students with special needs.	Attempts to individualize instruction and meet the needs of students with special needs, with mixed success.	Individualizes instruction to accommodate most students' learning needs.	Skillfully individualizes instruction to meet the learning needs and styles of all students.
Generalization of Skills	Does not provide activities or strategies that will generalize skills to classroom and other settings.	Sometimes provides activities and strategies that will generalize skills to classroom and other settings.	Provides activities and strategies that will generalize skills to classroom and other settings.	Consistently provides activities and strategies that will generalize skills to classroom and other settings.

On-Going Assessments	Uses ineffective methods (e.g. "Is everyone with me?") to check for understanding.	Uses less effective methods (e.g. thumbs up, thumbs down) to check for understanding during instruction.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses a variety of effective methods to check if session goals are attained for each student and adjusts instruction as needed.
Feedback	Does not provide meaningful, conscientious or constructive feedback.	Provides general feedback, but is not always constructive or conscientious.	Is conscientious in providing specific, constructive, meaningful feedback to encourage student growth.	Is timely and conscientious in providing specific, constructive, meaningful feedback to promote student growth.
Student Self- Assessment	Allows students to move on without assessing or improving their problems in their work.	Urges students to look over their work, see where they had trouble and aim to improve those areas, but does not guide or support such activities.	Has students set goals, self-assess and monitor their performance	Has students identify, judge and monitor targeted skills.

4. Speech Pathologist: Clinical Services

Element	Ineffective	Developing	Effective	Distinguished
Knowledge of Regulations	Demonstrates little or no knowledge of special education laws and procedures.	Demonstrates basic knowledge of special education laws and procedures.	Demonstrates thorough knowledge of special education laws and procedures.	Demonstrates extensive knowledge of special education laws and procedures; takes a leadership role in reviewing and revising district policies.
IDEA & ADA-A regulations & procedures	Does not follow established procedures and guidelines.	Established procedures and safeguards are not always followed.	Ensures that all procedures and safeguards are faithfully adhered to.	Fully understands and complies with procedural timelines and safeguards, and shares knowledge with others.
Responding to formal CST, Team & IEP Team referrals	Fails to respond or makes hasty assessments of student needs.	Responds to referrals when pressed, but may make inadequate assessments of student needs.	Responds to referrals and makes competent assessments of student needs by choosing suitable assessment procedures to answer referral questions.	Proactively responds to referrals and makes thorough assessments of student needs by choosing suitable assessment procedures to answer referral questions.
Team assessments	Selects assessments that are not consistent with ASHA Preferred Practice Patterns.	Selects assessments that are sometimes consistent with ASHA Preferred Practice Patterns.	Selects assessments that are generally consistent with ASHA Preferred Practice Patterns.	Selects assessments that are consistent with ASHA Preferred Practice Patterns.
Written Consent	Fails to have the necessary permissions for evaluations or release of information.	Sometimes ensures necessary permissions for testing, but not those for release of information.	Ensures necessary permission for evaluations and for release of information to outside agencies or individuals are granted.	Prepares forms for parents to sign to ensure necessary permissions are granted before testing and for releasing of information to outside agencies or individuals.

Collecting information	Neglects to collect relevant information on which to base treatment plans. Does not secure the necessary permissions to communicate with outside providers.	Collects information on which to base treatment plans, but it may not be the most relevant. Sometimes secures necessary permissions to communicate with outside providers.	Collects all relevant information on which to base treatment plans. Secures necessary permissions to communicate with outside providers.	Is proactive in collecting relevant information, interviewing both teachers and parents when necessary. Always secures necessary permissions to communicate with outside providers.
Written reports	Writes reports that are inaccurate or no appropriate to the audience.	Writes reports that are accurate but lacking clarity and not always appropriate to the audience.	Writes reports that are accurate and appropriate to the audience.	Presents oral and written reports that are accurate and clear, including include educationally relevant recommendations, and are tailored for the audience.
IEP Writing	Creates IEPs that are not thorough, are poorly written and include inappropriate recommendations.	Creates IEPs that are not always thorough, may be poorly written or are unnecessarily long; recommendations are somewhat appropriate.	Creates accurate, well- written IEPs that include appropriate recommendations.	Creates well-written, thorough and concise IEPs that include appropriate and meaningful recommendations to uniquely address student needs.
Data management system	Has not developed data management system, or system is in disarray and cannot be used to monitor student progress or to adjust treatment when needed.	Has developed a rudimentary data management system for monitoring student progress related to IEPs, and occasionally uses it to adjust treatment when needed.	Has developed an effective data management system for monitoring student progress related to IEPs, and uses it to adjust treatment when needed.	Has developed a highly effective data management system for monitoring student progress related to IEPs, and uses it to communicate with teachers and parents and to adjust treatment when needed.
TEAM Meetings	If Chair, does not follow state mandated guidelines for annual reviews. If participant, does not contribute, or makes irrelevant contributions to, annual review meetings.	If Chair, may not follow state mandated guidelines for annual reviews. If participant, may make unfocused or irrelevant contributions to annual review meetings.	If Chair, follows state mandated guidelines for annual reviews. If participant, adequately contributes to annual review meetings.	If Chair, effectively follows state mandated guidelines for annual reviews. If participant, contributes in a meaningful and concise way to annual review meetings.
Consultation	Does not consult or advocate for students with administrators, teachers or support personnel.	Sometimes consults and advocates for students with administrators, teachers and support personnel.	Consults and advocates for students with administrators, teachers and support personnel.	Proactively and effectively consults and advocates for students' speech and language needs with administrators, teachers and support personnel as a resource on speech and language.
Assistive technology in IEP	Does not check to see that assistive technologies are being used, maintained or monitored correctly. Is unaware of assistive technology, or is not skilled in using it.	Does not always check to see that assistive technologies are being used, maintained and monitored correctly. Is aware of assistive technology, but may not be skilled in using it.	Often checks to see that assistive technologies are being used, maintained and monitored correctly. Is effective at using assistive technology.	Vigilantly ensures that assistive technologies required by IEP are being used, maintained, and monitored correctly. Is skilled in using assistive technology.
Incorporates IEP goals	Is not aware of entire IEP and does not incorporate skills from	Is aware of some parts of IEP and incorporates skills from other	Is aware of entire IEP and sometimes incorporates skills from other disciplines.	Is fully aware of entire IEP and incorporates skills, goals and strategies

	other disciplines even when required.	disciplines when required or convenient.		from other disciplines for a coordinated approach.
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4. Speech Pathologist: Family and Community Outreach

Element	Ineffective	Developing	Effective	Distinguished
Respect	Is insensitive to family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.
Communicating with families	Makes little or no effort to contact parents with news about students.	Updates easy-to-reach parents about behavior and learning problems, but rarely mentions positive news.	Updates parents on good news and promptly informs parents of behavior and learning problems; attempts to contact hard-to-reach parents.	Promptly and frequently informs all parents, even those who are hard to reach, of positive news about students, and immediately flags any problems.
Generalization practice	Assigns home-based intervention strategies but is resigned to the fact that many students won't return them, and does not follow-up.	Assigns home-based intervention activities but rarely follows up.	Assigns quality home-based intervention activities and gives feedback to students and families.	Assigns high-quality, home-based intervention activities and provides rich feedback to students and families.
Responsiveness	Does not respond to parent concerns and makes parents feel unwelcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Responds successfully to parent concerns and makes parents feel welcome.	Deals immediately and successfully with parent concerns and makes parents feel welcome.
Reporting	Gives out report cards and conducts conferences as required, but does not communicate effectively to parents about student progress.	Relies primarily on report cards and conferences to communicate with parents and provide feedback about student progress.	Through conferences, report cards and informal communication, provides helpful feedback to parents about student progress.	Through conferences, report cards and informal communication, provides detailed and helpful feedback to parents about student progress.

5. Speech Pathologist: Professional Responsibilities				
Element	Ineffective	Developing	Effective	Distinguished
Attendance	Is irresponsible with sick-time and with the contractual hours of the school day.	Is sometimes irresponsible with sick-time and with the contractual hours of the school day.	Uses sick-time responsibly. Usually adheres to the contractual hours of the school day.	Uses sick-time responsibly. Consistently adheres to the contractual hours of the school day.
Reliability	Frequently skips and is late with paperwork, duties and assignments; makes errors in records.	Occasionally skips or is late with paperwork, duties and/or assignments; sometimes makes errors in records.	Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records.	Carries out paperwork, duties and assignments conscientiously and punctually; prioritizes tasks; keeps meticulous records.
Professionalism	Is unprofessional in words, action and appearance.	Is occasionally and/or slightly unprofessional in words, action and/or appearance.	Usually demonstrates professional demeanor in words, action and appearance.	Presents as a consummate professional in words, action and appearance.
Judgment	Acts in an ethically questionable manner, uses poor judgment and/or discloses confidential information.	Sometimes uses questionable judgment, is less than completely forthright and/or discloses confidential information.	Is ethical and transparent, uses good judgment and maintains confidentiality with students.	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality.
Contributions	Does not contribute to teacher teams, meetings or committees.	Is reluctant to contribute to teams, meetings and committees, or contributions are minimally helpful.	Contributes ideas and expertise to teacher teams, meetings and committees to support the school and district's mission.	Frequently contributes valuable ideas and expertise to teacher teams, meetings and committees to further the school and district's mission.
Communication	Does not share concerns, or constantly complains and is not open to help.	Is reluctant to share concerns with the administration or to ask for help.	Keeps the administration informed about concerns and asks for help when it is needed.	Informs the administration of any concerns and reaches out for help and suggestions when needed.
Openness	Is very defensive about criticism; refuses to listen to feedback or suggestions; is resistant to change.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Actively seeks out feedback and suggestions, and uses them to improve performance.
Collaboration	Is not available to staff for questions and planning; declines to provide background material when requested.	Is available to staff for questions and planning; provides background material when requested, but does not initiate such interactions.	Advocates for students with teachers and administrators with whom to confer regarding individual cases.	Seeks out teachers and administrators with whom to confer regarding cases, soliciting their perspective on individual students.
Reflecting on practice	Does not reflect on practice, or the reflections are inaccurate or self-serving.	Is moderately accurate and objective in reflections on practice without citing specific examples. Only makes	Provides accurate and objective reflections on practice, citing specific positive and negative characteristics.	Makes perceptive and accurate reflections on practice, citing specific examples of what was not successful for at least some students, then draws on extensive

		global suggestions as to how instruction might be improved.	Makes some specific suggestions as to how instruction might be improved.	repertoire to suggest alternative strategies for instruction.
Professional Development	Is not open to ideas for improving teaching and learning.	Considers new ideas for improving teaching and learning.	Utilizes effective teaching ideas from supervisors, colleagues, workshops, readings and other sources.	Integrates best practices from supervisors, colleagues, workshops, readings and other sources.
Flexibility	Is unable to adapt to changes in schedules, case load, and other issues.	Has difficulty adapting to changes in schedules, case load, and other issues.	Is able to adapt to changes in schedules, case load, and other issues as needed.	Easily adapts to changes in schedules, case load, and other issues as needed.

5. Speech Pathologist: District's Commitment to Students				
Element	Ineffective	Developing	Effective	Distinguished
MTSS/RtI	MTSS/RtI protocols are not observed; specialist does not have a plan to assist students who struggle academically.	MTSS/RtI protocols are followed in a perfunctory manner; compliance with district policies is more evident than the moral imperatives.	MTSS/RtI protocols are observed. Specialist keeps accurate and contemporary records and collaborates with grade level teams or departments to plan on behalf of students. Interventions are targeted, appropriate, and data-informed.	MTSS/RtI protocols are observed and lived. Interventions are embedded in daily instruction, planning, and collaboration. A thoughtful and targeted plan is enacted for all struggling students, and specialist routinely collaborates with the team/colleagues on behalf of students
Trauma Sensitive	All students receive identical learning opportunities regardless of their individual needs.	The specialist engages students by building relationships and learning of the students strengths and interests. The teacher is utilizing the established relationship to increase student involvement in school.	Expectations are communicated in a clear, concise and positive ways, and goals for achievement of students affected by traumatic experiences are consistent with the rest of the class. The classroom employs positive supports for behaviors and opportunities exist for students to learn and practice regulation of emotions.	The specialist continues to build effective relationships with the students and home. Consistent opportunities exists for effective communication with the family and student. Utilization of school resources to continue to support the development of the student as a learner.
Student-Centered, standards-based instruction, curriculum, assessment.	A balanced support model is not observed, or is teacher-centric. Instruction and assessment are not aligned to a transparent learning target.	Active participation in an engaging learning environment with evidence of balanced instructional model, to include standards-referenced goals and outcomes.	Assessment, management, and monitoring is balanced to include whole group, small group, collaborative, and independent learning. Instructional goals and assessments are transparent, skills-based, and reflective of various student interests and abilities. Different learning strategies are present, and include student choice and differentiation.	Inclusive of "effective" and: students are engaged in critical thinking, problem-based learning, with an emphasis on self-reflection, student ownership, self-assessment and individual goal setting.

1. Psychologist: Counseling				
Element	Ineffective	Developing	Effective	Distinguished
Relationships	Can be unfair and disrespectful to students; plays favorites.	Is fair and respectful towards most students and builds positive relationships with some students.	Is fair and respectful towards student differences and builds positive relationships with most students.	Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships.
Listening skills/awareness of counselee	Has limited awareness of student's thoughts, feelings and nonverbal behaviors. Does not provide space in counseling relationship for students to communicate. Over- relies on close-ended questions.	Is variably aware of student's thoughts, feelings and nonverbal behaviors. Inconsistently provides space in counseling relationship for students to communicate. May not demonstrate understanding of student's perspective. Sometimes over-relies on close-ended questions	Is aware of student's thoughts, feelings and nonverbal behaviors. Provides space in counseling relationship for students to communicate. Communicates understanding of student's perspective at key junctures. Asks open- and close-ended questions.	Is keenly aware of student's thoughts, feelings and nonverbal behaviors. Provides space in counseling relationship for students to communicate. Communicates understanding of student's perspective with fluency within the counseling relationship. Asks open- and close-ended questions.
Awareness of self in counseling process	Exhibits limited awareness of own thoughts, feelings, verbal behaviors and nonverbal behaviors in the counseling relationship and of how these impact the counselee and counseling process.	Exhibits variable awareness of own thoughts, feelings, verbal behaviors and nonverbal behaviors in the counseling relationship and of how these impact the counselee and counseling process.	Exhibits awareness of key thoughts, feelings, verbal behaviors and nonverbal behaviors in the counseling relationship and of how these impact the counselee and counseling process.	Exhibits consistent awareness of own thoughts, feelings, verbal behaviors and nonverbal behaviors in the counseling relationship and of how these impact the counselee and counseling process.
Feedback	Ignores student behavior and does not provide feedback about the impact of their behavior.	Inconsistently attempts to address student behavior and provide feedback about the impact of their behavior on others.	Consistently assists students in developing self-awareness and in processing the impact of their behavior on others.	Diligently assists students in developing self-awareness and in processing the impact of their behavior on others.
Interventions	Fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Develops plans for students that are partially suitable or are sporadically aligned with identified needs.	Develops suitable plans for students that are aligned with identified needs.	Develops comprehensive plans for students, finding creative ways to meet student needs and incorporate many relevant elements.
Goals	Has no clear goals for the treatment program, or they are inappropriate to either the situation in the school or to the age of the students.	Sets goals for the treatment program that are rudimentary and partially suitable to the situation in the school and to the age of the students.	Sets goals for the treatment program that are clear and appropriate to the situation in the school and to the age of the students.	Sets goals for the treatment program that are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students, parents and colleagues.

Flexibility	Is rigid and inflexible with counseling sessions and rarely takes advantage of teachable moments.	Is focused on implementing counseling session plans and sometimes misses teachable moments.	Is flexible about modifying counseling sessions to take advantage of teachable moments.	Deftly adapts counseling sessions to maximize teachable moments and correct misunderstandings.
Application/ generalization	Does not have students reflect on or apply strategies.	Asks students to think about real-life applications for what they are studying, but does not have students apply information.	Has students sum up what they have learned and apply it in a different context.	Consistently has students summarize and internalize what they learn and apply it to multiple real-life situations.
Monitoring progress	Does not gather information to monitor progress.	Gathers information that may not accurately measure progress.	Gathers information to accurately measure progress.	Effectively gathers information to accurately measure progress.

2. Psychologist: Assessment

Element	Ineffective	Developing	Effective	Distinguished
Evaluation design	Resists administering evaluations, selects instruments inappropriate to the situation, and/or gathers minimal information on history.	May not administer appropriate evaluation instruments and gathers limited historical review.	Administers appropriate evaluation instruments selected and conducts appropriate record review.	Administers assessments from a broad repertoire then chooses the most appropriate to the referral question and conducts thorough record review.
Standards of conduct	Does not establish standards of conduct, and disregards or fails to address inappropriate behavior.	Establishes standards of conduct in the testing environment; however, attempts to monitor and correct inappropriate behavior during an evaluation may not be effective.	Establishes standards of conduct in the testing environment and monitors student behavior against those standards. Makes effective corrections for inappropriate behavior during an evaluation are effective.	Establishes clear standards of conduct in the testing environment and monitors student behavior against those standards. Makes highly effective corrections to inappropriate behavior during an evaluation.
Testing environment and materials	Does not organize test environment to meet student needs, and materials are difficult to find when needed.	Attempts to adjust testing environment to meet student needs, and makes materials available with additional effort.	Seamlessly adjusts testing environment to student needs and manipulates materials with minimal interruption to the student.	Individualizes testing environment to student needs and manipulates materials with no interruption to the student.
Qualitative Behavior Analysis	Unable to administer in standardization guidelines and does not interpret qualitative responses.	Able to administer within standardization guidelines, but only limited ability to interpret qualitative behaviors and utilize those behaviors to inform testing decisions and interpretations.	Administers tests according to testing standards. Adjusts testing (without sacrificing standardization) based on qualitative observations in a test (e.g., testing the limits).	Consistently administers tests within standardization guidelines, while integrating information about qualitative responses across tests and adjusting testing accordingly.
Report Writing	Writes reports that are not thorough or poorly written. May not include recommendations or	Writes reports that are not always thorough, may be poorly written or unnecessarily long.	Writes reports that are thorough and well written including appropriate recommendations.	Writes reports that are thorough yet concise, well written and include research based, appropriate recommendations.

	includes recommendations that are inappropriate.	Includes recommendations that are somewhat appropriate.		
Verbal communication of test results	Does not communicate test results effectively; may provide information that is not appropriate.	May not clearly or effectively communicate test results, and sometimes misses academic or social implications; may not communicate in an appropriately concise manner.	Communicates test results clearly, including academic and social implications when appropriate; communication is usually understood by audience.	Communicates test results clearly and concisely, including academic and social implications when appropriate; communication is understood by audience.

3. Psychologist: Consultation				
Element	Ineffective	Developing	Effective	Distinguished
Responding to referrals	Fails to consult with colleagues or to tailor intervention to the presenting issues.	Consults on sporadic basis with colleagues. Sometimes makes successful attempts to tailor intervention to the presenting issues. May not respond in a timely manner.	Consults frequently and/or in a timely manner with colleagues, and tailors intervention to the presenting issues.	Consults frequently and/or in a timely manner with colleagues, contributing own insights and tailoring intervention to the presenting issues. Anticipates problems and consults before problem arises.
Staff and parent consultations	Does not provide plans that can be implemented by teacher, administrator, or parent. Does not follow up with teacher, administrator or parent on implementation and outcomes.	Sometimes provides plans that can be implemented by teacher, administrator and/or parent. Sometimes follows up with teacher, administrator and/or parent on implementation and outcomes.	Often provides plans that can be implemented by teacher, administrator and/or parent. Often follows up with teacher, administrator and/or parent on implementation and outcomes.	Consistently provides plans that can be implemented by teacher, administrator and/or parent. Consistently follows up with teacher, administrator and/or parent on implementation and outcomes.
Communication	Does not communicate with staff, administrators or parents, or may confuse the listener (e.g., is off-topic).	Sometimes communicates with staff, administrators or parents, but may not be fully clear and efficient (e.g., may provide unnecessary details).	Communicates with staff, administrators or parents in a clear and efficient manner.	Effectively and consistently communicates with staff, administrators or parents in a clear and efficient manner.
Collaboration	Meets infrequently with colleagues, and conversations lack educational substance.	Meets occasionally with colleagues to share ideas about teaching, learning and students, but such conversations do not always impact the classroom or student.	Collaborates with colleagues to plan and share ideas, resulting in positive impact in classroom or for student.	Meets at least weekly with colleagues to plan and share ideas, resulting in significant improvement in classroom or for student.
Shared Responsibility	Rarely reinforces school-wide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces school-wide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by	Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school.

		inconsistently sharing responsibility for meeting their needs.		
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4. Psychologist: Family and Community Outreach

Element	Ineffective	Developing	Effective	Distinguished
Respect	Is insensitive to family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.
Communicating with families	Fails to secure necessary permissions for evaluations, or communicates in an insensitive manner.	Is partially successful in communicating with families; obtains permissions, but there are occasional insensitivities to cultural and linguistic traditions.	Communicates with families to secure necessary permissions and does so in a manner sensitive to cultural and linguistic traditions.	Secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Reaches out to families of students to enhance trust, including those who are hard to reach.
Sharing progress with families	Fails to communicate with families or communicates in an insensitive manner. In conferences, provides information that is not appropriate.	Lets parents know about problem areas their children are having but rarely mentions positive news. Does not consistently discuss student progress.	Promptly informs parents of behavior and learning problems and updates parents on good news. Uses conferences and meetings to give parents feedback on student progress.	Makes sure parents hear positive news about students first and immediately flags any problems. In conferences, meetings, and informal talks, gives parents appropriately detailed and helpful feedback on student progress.
Release of information	Does not secure necessary permission to communicate with other providers outside of schools.	Sometimes secures necessary permission to communicate with other providers outside of schools.	Secures necessary permission to communicate with other providers outside of schools.	Always secures necessary permission to communicate with other providers outside of schools.
Community mental health	Declines to maintain contact with physicians and community mental health service providers.	Contacts physicians and community mental health service providers only when necessary.	Maintains ongoing contact with physicians and community mental health service providers.	Maintains ongoing contact with physicians and community mental health service providers, and initiates contact when needed.

5. Psychologist: Professional Responsibilities				
Element	Ineffective	Developing	Effective	Distinguished
Professionalism	Is unprofessional in words, action and appearance.	Is occasionally and/or slightly unprofessional in words, action and/or appearance.	Usually demonstrates professional demeanor in words, action and appearance.	Presents as a consummate professional in words, action and appearance.
Judgment	Acts in an ethical or illegal manner, uses poor judgment, and/or discusses student information and violates confidentiality.	May occasionally apply questionable judgment. May not act within legal or ethical guidelines but is open to input. Only occasionally discloses student information.	Behaves within legal and ethical guidelines. Maintains confidentiality with student records.	Integrates various models (e.g., ethics, legal...) and discusses complex or conflicting situations with appropriate colleagues and administrator. Maintains confidentiality with student records.
Communication	Does not share concerns or constantly complains, and is not open to help.	Is reluctant to share concerns with the administration or to ask for help.	Keeps the administration informed about concerns and asks for help when it is needed.	Proactively informs the administration of any concerns and reaches out for help and suggestions.
Reflecting on instruction	Does not reflect on practice, or the reflections are inaccurate or self-serving.	Is moderately accurate and objective in reflections on practice without citing specific examples. Only makes global suggestions as to how instruction might be improved.	Provides accurate and objective reflections on practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how instruction might be improved.	Makes perceptive and accurate reflections on practice, citing specific examples of what was not successful for at least some students, then draws on extensive repertoire to suggest alternative strategies for instruction.
Openness	Is very defensive about criticism; refuses to listen to feedback or suggestions; is resistant to change.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Actively seeks out feedback and suggestions, and uses them to improve performance.
Professional Development	Is not open to ideas for improving teaching and learning.	Considers new ideas for improving teaching and learning.	Utilizes effective teaching ideas from supervisors, colleagues, workshops, readings and other sources.	Integrates best practices from supervisors, colleagues, workshops, readings and other sources.
Professional Community	Avoids involvement in school and district events, projects and committees. Creates negative or self-serving relationships with colleagues.	Participates in school and district events, projects and committees only when specifically requested. Maintains cordial relationships with colleagues.	Participates actively in school /district events, projects and committees including Crisis Intervention Teams, CST, etc. Maintains positive and productive relationships with colleagues.	Makes a substantial contribution to school/district events and projects and assumes leadership with colleagues including Crisis Intervention Teams, CST, etc. Initiates and maintains positive and productive relationships with colleagues.

Flexibility	Is unable to adapt to changes in schedules, case load, and other issues.	Has difficulty adapting to changes in schedules, case load, and other issues.	Is able to adapt to changes in schedules, case load, and other issues as needed.	Easily adapts to changes in schedules, case load, and other issues as needed.
Legal	Does not adhere to legal requirements. Does not keep records well; records may be missing, inappropriate, illegible and/or stored in an insecure location.	Occasionally adheres to legal requirements and government regulations. May not consistently keep records that are appropriate, accurate, legible and/or stored in a secure location.	Consistently adheres to legal requirements and government regulations. Generally, keeps records that are appropriate, accurate, legible, well organized and stored in a secure location.	Always adheres to legal requirements and government regulations and educates others. Always keeps records that are appropriate, accurate, legible, well organized and stored in a secure location.
Licensure	Does not hold the necessary license or has allowed license to expire.	Holds waiver while working towards licensure.	Holds the necessary and current license.	Holds the necessary and current license, and has taken advanced graduate courses in areas of specialty relevant to licensure.

5. Psychologist: District's Commitment to Students				
Element	Ineffective	Developing	Effective	Distinguished
MTSS/RtI	MTSS/RtI protocols are not observed; specialist does not have a plan to assist students who struggle academically.	MTSS/RtI protocols are followed in a perfunctory manner; compliance with district policies is more evident than the moral imperatives.	MTSS/RtI protocols are observed. Specialist keeps accurate and contemporary records and collaborates with grade level teams or departments to plan on behalf of students. Interventions are targeted, appropriate, and data-informed.	MTSS/RtI protocols are observed and lived. Interventions are embedded in daily instruction, planning, and collaboration. A thoughtful and targeted plan is enacted for all struggling students, and specialist routinely collaborates with the team/colleagues on behalf of students
Trauma Sensitive	All students receive identical learning opportunities regardless of their individual needs.	The specialist engages students by building relationships and learning of the students strengths and interests. The teacher is utilizing the established relationship to increase student involvement in school.	Expectations are communicated in a clear, concise and positive ways, and goals for achievement of students affected by traumatic experiences are consistent with the rest of the class. The classroom employs positive supports for behaviors and opportunities exist for students to learn and practice regulation of emotions.	The specialist continues to build effective relationships with the students and home. Consistent opportunities exists for effective communication with the family and student. Utilization of school resources to continue to support the development of the student as a learner.
Student-Centered, standards-based instruction, curriculum, assessment.	A balanced support model is not observed, or is teacher-centric. Instruction and assessment are not aligned to a transparent learning target.	Active participation in an engaging learning environment with evidence of balanced instructional model, to include standards-referenced goals and outcomes.	Assessment, management, and monitoring is balanced to include whole group, small group, collaborative, and independent learning. Instructional goals and assessments are transparent, skills-based, and reflective of various student interests and abilities. Different learning strategies are present, and include student choice and differentiation.	Inclusive of "effective" and: students are engaged in critical thinking, problem-based learning, with an emphasis on self-reflection, student ownership, self-assessment and individual goal setting.

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BIDDEFORD SCHOOL DEPARTMENT: Special Education Teacher Evaluation Guide (p 42 - 51)

1. Special Education Teacher: Planning and Preparation for Learning				
Element	Ineffective	Developing	Effective	Distinguished
Knowledge	Has little familiarity with how students learn or with the characteristics and impact of disabilities.	Is somewhat familiar with how students learn as well as with the characteristics and impact of disabilities.	Has a good grasp of how students learn as well as of the characteristics and impact of disabilities.	Is an expert in how students learn as well as in the characteristics and impact of disabilities.
Lessons *	Plans lessons aimed primarily at entertaining students or covering textbook chapters.	Plans lessons with only unit goals and IEPs in mind.	Designs individual and group lessons with measurable outcomes aligned with state standards, unit goals and IEPs.	Designs individual and group lessons with clear, measurable goals closely aligned with state and district standards, unit outcomes and IEPs.
Differentiation	Designs lessons that do not consider student learning needs, goals, styles, or interests.	Designs lessons that only consider some student learning needs, goals, styles, or interests.	Designs lessons that consider most student learning needs, goals, styles, and interests.	Designs lessons that consider all student learning needs, goals, styles, and interests.
Engagement	Plans lessons with little likelihood of engaging or involving students.	Plans lessons that engage some students but may not support student investment in content.	Designs relevant lessons that promote student ownership of content.	Designs highly relevant, varied lessons that orchestrate student ownership for mastering content.
Anticipation*	Proceeds without considering misconceptions students might have about the material.	Considers one or two ways students might become confused with the content.	Anticipates misconceptions and confusion students are likely to face.	Anticipates misconceptions students are likely to face and plans how to overcome them.
Assessments*	Drafts final assessments shortly before they are given, or the purpose is unclear or not aligned with IEP goals	Creates unit assessment only as instruction proceeds, or the connection between assessment and IEP goals is tenuous.	Plans formative and summative assessments to measure student learning. Assessments are aligned with IEP.	Prepares diagnostic, formative and summative assessments to monitor student learning. Assessments are aligned with and fully support the letter and spirit of the IEP.
Organizing Learning	Plans lessons that rely mainly on ineffective learning strategies and materials including technology.	Plans lessons that involve an inconsistent mix of effective and ineffective learning strategies and materials including technology.	Designs lessons that use an effective, diverse mix of learning strategies and materials including technology.	Designs lessons that incorporate an appropriate mix of highly effective, diverse learning strategies and materials including technology.
Environment	Has little or no organization of room, which detracts from learning objectives and student performance	Somewhat organizes room, but without enhancing learning objectives and /or student performance.	Organizes room to support enhance learning objectives and student performance.	Maximizes room arrangement to enhance learning objectives and student performance.

* Row may not be applicable if teacher is teaching only LC classes and does not have to be a part of evaluation discussion.

2. Special Education Teacher: Classroom Environment				
Element	Ineffective	Developing	Effective	Distinguished
Creating and maintaining an environment of respect and rapport	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students may respond in kind, exhibiting disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' culture(s). Students exhibit respect-out-of-compliance.	Teacher-student interactions are friendly and demonstrate general and mutual caring and respect. Interactions are appropriate to the age and cultures of the students, and students generally exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher, and the teacher lives by the credo that "students don't care how much you know until they know how much you care."
Establishing a culture of learning	Students lack pride in their work, are motivated by compliance. Low expectations are perceived as low for at least some students, and teachers and/or students convey a negative attitude for the content.	Teacher communicates the importance of the work, but with little conviction or with modest expectations for quality. Student accept minimal responsibility to produce quality work, and are unable to articulate why the work matters.	Teacher conveys genuine interest in the curriculum, and instructional strategies reflect that interest, convey high expectations for students, and require students to complete thoughtful work of which they are proud.	Students demonstrate through their active participation, curiosity and contributions to class their interest in the work. Instructional outcomes convey high expectations, which students have internalized, and students pay attention to detail and view learning as a cycle of constant improvement.
Effective classroom management practices	Classrooms appear disorganized; routines are not evident; students are often confused and frustrated. Instructional time may be lost because of poor transition or frequent interruption.	Classroom is functional, but may be noisy, marked by prolonged or unplanned transition, or frequently interrupted by poorly managed student behavior. Students generally understand classroom routine and expectations.	The teacher clearly communicates and enforces consistent expectations, refuses to tolerate disruption, encourages efficient and well-practiced transitions, and maximizes learning through coherent management practices.	The teacher expertly implements a program that develops positive interactions and transitions, undergirded by effective routines and transitions. The teacher is alert, poised, dynamic, self-assured and attuned to minor disruptions that might metastasize.
Managing student behaviors	Student behavior is not monitored, and/or misbehavior is not addressed, and/or teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students, or willfully ignore misbehavior.	Teacher is alert to student behavior at all times, and responds to it appropriately.	Monitoring by teacher is subtle and preventative. The classroom environment encourages students to monitor their own behavior, and "positive peer pressure" is reflected in a positive and respectful learning space.
Utilization of support and ancillary staff	Support and ancillary staff have no clearly defined duties, are idle most of the time, or are utilized inappropriately.	Support and ancillary staff are productively and appropriately engaged during portions of the class.	Support and ancillary staff are productively and appropriately engaged during the entire class.	Support and ancillary staff make a substantive contribution to the classroom environment and student outcomes.

3. Special Education Teacher: Instruction				
Element	Ineffective	Developing	Effective	Distinguished
Learning Expectations	Has no learning expectations and gives up on some students.	Sets minimal expectations for learning and skills.	Sets high learning expectations and encourages students to master the material.	Conveys high learning expectations and convinces all students that they will master the material.
Effort-Based	Does not see mistakes as a learning tool; students do not feel comfortable taking risks.	Corrects students when they make mistakes but does not guide learning from errors.	Guides students to learn from their mistakes and believe that through effective effort, they will learn and improve their skills.	Encourages students to be risk-takers, learn from their mistakes and believe that through effective effort, they will learn and improve their skills.
Connections	Does not activate students' prior knowledge, experiences and/or readings.	Attempts to activate students' prior knowledge, experiences and/or readings.	Activates students' prior knowledge, experience and readings.	Makes meaningful connections to students' prior knowledge, experience and readings.
Clarity of instruction	Does not explain material or provide examples.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Uses clear explanations and accurate examples to present material.	Presents material thoroughly but succinctly, using relevant and engaging examples.
Repertoire	Uses only one or two teaching strategies, technologies and types of questions and/or materials.	Uses a limited range of teaching strategies, questions, materials, grouping practices and technologies.	Uses teaching strategies, questions, pacing, materials, grouping practices and technologies to support student learning.	Utilizes a variety of highly effective teaching strategies, questions, pacing, materials, grouping practices and technologies to foster student learning.
Specialized Instruction	Does not attempt to meet the learning needs and styles of students.	Attempts to meet the learning needs and styles of students, with mixed success.	Effectively meets the learning needs and styles of most students.	Skillfully meets the learning needs and styles of all students by using a variety of strategies.
Responding to confusion (nimbleness)	Is rigid and inflexible with plans and rarely takes advantage or teachable moments. Does not realize when students are confused, or does not respond in an effective way.	Is focused on implementing plans and sometimes misses teachable moments. Does not consistently realize when students are confused, or may not respond in an effective way.	Is flexible to take advantage of teachable moments and correct misunderstandings. Realizes when students are confused and responds in appropriate ways.	Deftly exploits teachable moments and corrects misunderstandings. Is skilled at assessing student confusion and its sources and responding in individually appropriate ways.

*Row may not be applicable if teacher is teaching only LC classes and does not have to be a part of evaluation discussion.

4. Special Education Teacher: Monitoring, Assessment & Follow-Up				
Element	Ineffective	Developing	Effective	Distinguished
Formal Assessments	Begins instruction without considering students' prior skills; gives poorly constructed summative assessments without conducting formative assessments.	Uses formative and summative assessments, but depth and quality are inconsistent, and/or does not adjust instruction.	Uses pre-, formative and summative assessments to evaluate student skill levels and adjust instruction.	Utilizes thorough and purposeful pre-, formative and summative assessments to evaluate student skill levels and inform instruction.
Formative Assessments (on the spot)	Does not check for understanding during instruction.	Has a limited repertoire of methods to check for understanding during instruction and sometimes misses opportunities for clarification.	Uses a variety of methods to check for understanding and immediately re-teaches or clarifies.	Frequently uses a variety of methods to check for understanding in the moment of instruction and immediately re-teaches or clarifies. Is tenacious in repeating the process if necessary.
Feedback	Does not provide meaningful, conscientious or constructive feedback.	Provides general feedback, but is not always constructive or conscientious.	Is conscientious in providing specific, constructive, meaningful feedback to encourage student growth.	Is timely and conscientious in providing specific, constructive, meaningful feedback to promote student growth.
Student Self- Assessment	Allows students to move on without self- assessing.	Urges students to look over their work, see where they had trouble and aim to improve those areas.	Creates an environment where students self-assess and monitor their performance.	Creates an environment where students can set ambitious goals, continuously self-assess, and take responsibility for improving performance.
Tenacity	Does not offer extra help or support.	Offers extra help but with limited follow-through; the onus is on the student to reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Relentlessly follows up with/gives personal attention to struggling students to help them reach proficiency.
Support	Fails to refer students for special services and/or refers students who don't need them.	Sometimes doesn't promptly refer students for additional services, or refers students who don't need it.	When necessary, refers students for additional services and/or specialized diagnoses.	Makes sure that all students who need additional support and specialized diagnoses receive appropriate, immediate services.

Rows may not be applicable if teacher is teaching only LC classes.

5. Special Education Teacher: Professional Responsibilities				
Element	Ineffective	Developing	Effective	Distinguished
Knowledge & compliance	Demonstrates little or no knowledge of special education laws and procedures, and/or does not follow established procedures and guidelines.	Demonstrates basic knowledge of special education laws and procedures, but needs support in implementation; does not always follow established timelines and safeguards.	Demonstrates thorough knowledge of special education laws and procedures. Faithfully adheres to all procedural timelines and safeguards.	Demonstrates extensive knowledge of special education laws and procedures. Fully understands and complies with all procedural timelines and safeguards.
Written Consent *	Fails to have the necessary permissions for evaluations or release of information.	Sometimes ensures necessary permissions for testing, but not those for release of information.	Ensures necessary permission for evaluations and for release of information to outside agencies or individuals are granted.	Prepares forms for parents to sign to ensure necessary permissions are granted before testing and for releasing of information to outside agencies or individuals.
TEAM Meetings	Does not follow state mandated guidelines for annual reviews. If participant, does not contribute, or makes irrelevant contributions to, annual review meetings.	May not follow state mandated guidelines for annual reviews. If participant, may make unfocused or irrelevant contributions to annual review meetings.	Follows state mandated guidelines for annual reviews. If participant, adequately contributes to annual review meetings.	Effectively follows state mandated guidelines for annual reviews. If participant, contributes in a meaningful and concise way to annual review meetings.
Responding to IEP, MTSS & Team written referrals*	Fails to respond to referrals, or makes hasty assessments of student needs.	Responds to referrals when pressed but completes inadequate assessments of student needs.	Responds to referrals and makes adequate assessments of student needs by choosing suitable assessment procedures to address referral questions.	Proactively responds to referrals and makes highly competent assessments of student needs by choosing suitable assessment procedures to address referral questions.
Written reports	Writes reports that are inaccurate, or that include inappropriate analysis, conclusions and recommendations.	Writes accurate reports that lack specificity; analysis, conclusions and recommendations are not always appropriate.	Writes accurate reports; analysis, conclusions and recommendations are appropriate.	Writes clear, detailed and accurate reports; analysis, conclusions and recommendations are valuable.
IEP Writing	Creates IEPs that are not thorough, are poorly written and include inappropriate recommendations.	Creates IEPs that are not always thorough, may be poorly written or are unnecessarily long; recommendations are somewhat appropriate.	Creates accurate, well-written IEPs that include appropriate recommendations.	Creates well-written, thorough and concise IEPs that include appropriate and meaningful recommendations to uniquely address student needs.
Integrating IEP goals	Is not aware of entire IEP and does not incorporate skills from other disciplines even when required.	Is aware of some parts of IEP and incorporates skills from other disciplines when required or convenient.	Is aware of entire IEP and sometimes incorporates skills from other disciplines.	Is fully aware of entire IEP and incorporates skills, goals and strategies from other disciplines for a coordinated approach.

Monitoring progress	Does not measure progress towards IEP goals and objectives, and/or does not communicate progress to students or parents.	Attempts to measure progress towards IEP goals and objectives, but may not be effective in monitoring or may not communicate progress effectively to students and parents.	Measures progress towards IEP goals and objectives, and provides feedback to students and parents.	Comprehensively and effectively measures progress towards IEP goals and objectives, and provides substantial feedback to students and parents.
Assistive technology (if applicable)	Does not check to see that assistive technologies are being used, maintained or monitored correctly. Is unaware of assistive technology, or is not skilled in using it.	Does not always check to see that assistive technologies are being used, maintained and monitored correctly. Is aware of assistive technology, but may not be skilled in using it.	Often checks to see that assistive technologies are being used, maintained and monitored correctly. Is effective at using assistive technology.	Vigilantly ensures that assistive technologies required by IEP are being used, maintained, and monitored correctly. Is skilled in using assistive technology.
Consultation	Does not consult or advocate for students with administrators, teachers or support personnel.	Sometimes consults and advocates for students with administrators, teachers and support personnel.	Consults and advocates for students with administrators, teachers and support personnel.	Proactively consults and advocates for students with administrators, teachers and support personnel with education and resources.
Professionalism	Is unprofessional in words, action and appearance.	Is occasionally and/or slightly unprofessional in words, action and/or appearance.	Usually demonstrates professional demeanor in words, action and appearance.	Presents as a consummate professional in words, action and appearance.
Contributions	Does not contribute to teacher teams, meetings or committees.	Is reluctant to contribute to teams, meetings, and committees, or contributions are minimally helpful.	Contributes ideas and expertise to teacher teams, meetings, and committees to support the school and district's mission.	Frequently contributes valuable ideas and expertise to teacher teams, meetings, and committees to further the school and district's mission.
Collaboration	Meets infrequently with colleagues, and/or conversations lack educational substance.	Meets occasionally with colleagues to share ideas about teaching and student work.	Meets frequently with colleagues to plan units, share best practices and examine assessments.	Participates in ongoing meetings with colleagues and specialists to plan units, share best practices and analyze assessments.
Communication	Does not share concerns or constantly complains, and is not open to help.	Is reluctant to share concerns with the administration or to ask for help.	Keeps the administration informed about concerns and asks for help when it is needed.	Identifies and informs the appropriate channels of any concerns and reaches out for help and suggestions when needed.
Openness	Is very defensive about criticism; refuses to listen to feedback or suggestions; does not change.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Actively seeks out feedback and suggestions and uses them to improve performance.
Professional Development	Does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Participation in professional development activities is limited to those that are convenient or required.	Seeks out opportunities for professional development based on an individual assessment of need.	Actively pursues professional development opportunities and makes substantial contribution to the profession.

Flexibility	Is unable to adapt to changes in schedules, case load, and special education issues.	Has difficulty adapting to changes in schedules, case load, and special education issues.	Is able to adapt to changes in schedules, case load, and special education issues as needed.	Easily adapts to changes in schedules, case load, and special education issues as needed with ease.
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* May not be applicable

6. Special Education Teacher: Family and Community Outreach				
Element	Ineffective	Developing	Effective	Distinguished
Respect	Is insensitive to family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.
Expectations	Does not communicate learning or behavior expectations to parents.	Sends home a syllabus and list of classroom rules for learning and/or behavior.	Gives parents clear expectations for student learning and behavior, and demonstrates belief that students will reach standards.	Gives parents clear, accessible expectations for student learning and behavior, and demonstrates a strong belief that students will meet or exceed standards.
Communicating with families	Makes little or no effort to contact parents with news about their child.	Updates easy-to-reach parents about behavior and learning problems, but rarely mentions positive news.	Updates parents on good news and promptly informs parents of behavior and learning problems; attempts to contact hard-to-reach parents.	Promptly and frequently informs all parents, even those who are hard to reach, of positive news about their children, and immediately flags any problems.
Support	Does not communicate with parents about how to help students at home.	Occasionally informs parents about how to help students at home.	Informs parents about how to support the curriculum at home.	Frequently informs parents about how to appropriately support and enrich the curriculum at home.
Responsiveness to parent concerns	Does not respond to parent concerns and makes parents feel unwelcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Responds successfully to parent concerns and makes parents feel welcome.	Deals immediately and successfully with parent concerns and makes parents feel welcome.
Engagement	Does not attempt to engage families in the classroom or school community, or actively discourages their participation.	Makes limited or ineffective attempts to involve families in the classroom or school community.	Engages families to participate appropriately in the classroom and school community.	Uses of a variety of strategies to engage families to participate appropriately and consistently in the classroom and school community.

7. Special Educators: District's Commitment to Students				
Element	Ineffective	Developing	Effective	Distinguished
MTSS/RtI	MTSS/RtI protocols are not observed; teacher does not have a plan to assist students who struggle academically.	MTSS/RtI protocols are followed in a perfunctory manner; compliance with district policies is more evident than the moral imperatives.	MTSS/RtI protocols are observed. Teacher keeps accurate and contemporary records and collaborates with grade level teams or departments to plan on behalf of students. Interventions are targeted, appropriate, and data-informed.	MTSS/RtI protocols are observed and lived. Interventions are embedded in daily instruction, planning, and collaboration. A thoughtful and targeted plan is enacted for all struggling students, and teacher routinely differentiates instruction for students. RtI is core to instruction and daily practice.
Trauma Sensitive	All students receive identical learning opportunities regardless of their individual needs.	The teacher engages students by building relationships and learning of the students strengths and interests. The teacher is utilizing the established relationship to increase student involvement in school.	Expectations are communicated in a clear, concise and positive ways, and goals for achievement of students affected by traumatic experiences are consistent with the rest of the class. The classroom employs positive supports for behaviors and opportunities exist for students to learn and practice regulation of emotions.	The teacher continues to build effective relationships with the students and home. Consistent opportunities exists for effective communication with the family and student. Utilization of school resources to continue to support the development of the student as a learner.
Student-Centered, standards-based instruction, curriculum, assessment.	A balanced instructional model is not observed, or is teacher-centric. Instruction and assessment are not aligned to a transparent learning target.	Active participation in an engaging learning environment with evidence of balanced instructional model, to include standards-referenced goals and outcomes.	Instruction is balanced to include whole group, small group, collaborative, and independent learning. Instructional goals and assessments are transparent, skills-based, and reflective of various student interests and abilities. Different learning strategies are present, and include student choice and differentiation.	Inclusive of "effective" and -- Students are engaged in critical thinking, problem-based learning, with an emphasis on self-reflection, student ownership, self-assessment and individual goal setting.