



Tennessee Educator Acceleration Model

TEAM Teacher Evaluation

Rubric & Guidance Documents




2016-17

The contents of this manual were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.



Table of Contents

General Educator Rubric: Instruction	1-5
General Educator Rubric: Planning	6
General Educator Rubric: Environment	7
Library Media Specialist Rubric: Instruction	8-11
Library Media Specialist Rubric: Planning of Services	12-13
Library Media Specialist Rubric: Environment	14
School Services Personnel Rubric: Delivery of Services	15-17
School Services Personnel Rubric: Planning of Services	18
School Services Personnel Rubric: Environment	19
Professionalism Rubric	20-21
Suggested Observation Pacing	22
Observation Guidance Documents: Cover Sheet	23
Observation Guidance Documents: Early Childhood	24-27
Observation Guidance Documents: Special Education	28-30
Observation Guidance Documents: College, Career and Technical Education (CCTE)	31-33
Observation Guidance Documents: Online Educators	34-36
Observation Guidance Documents: Alternative Educators	37-38
Observation Guidance Documents: Interventionists	39-43
Observation Guidance Documents: School Counselors	44-46
Observation Guidance Documents: School Audiologists	47-48
Observation Guidance Documents: Speech/Language Pathologists (SLP)	49-51
Observation Guidance Documents: School Social Workers (SSW)	52-54
Observation Guidance Documents: Vision Specialists	55-57
Observation Guidance Documents: School Psychologists	58-61



General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	<ul style="list-style-type: none"> All learning objectives are clearly and explicitly communicated, connected to state standards, and referenced throughout lesson. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard. 	<ul style="list-style-type: none"> Most learning objectives are communicated, connected to state standards, and referenced throughout lesson. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear. There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard. 	<ul style="list-style-type: none"> Few learning objectives are communicated, connected to state standards, and referenced throughout lesson. Sub-objectives are inconsistently aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.
Motivating Students 	<ul style="list-style-type: none"> The teacher consistently organizes the content so that it is personally meaningful and relevant to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful and relevant to students. The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher rarely reinforces and rewards effort.
Presenting Instructional Content 	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or non-essential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate performance expectations; concise communication; logical sequencing and segmenting; all essential information; and relevant, coherent, or essential information.




General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p>Lesson Structure and Pacing</p> 	<ul style="list-style-type: none"> • The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • The lesson includes time for reflection. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions. 	<ul style="list-style-type: none"> • The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> • The lesson does not start promptly. • The lesson has a structure, but it may be missing closure or introductory elements. • Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.
<p>Activities and Materials</p> 	<ul style="list-style-type: none"> • Activities and materials include all of the following: <ul style="list-style-type: none"> ○ support the lesson objectives, ○ are challenging, ○ sustain students' attention, ○ elicit a variety of thinking, ○ provide time for reflection, ○ are relevant to students' lives, ○ provide opportunities for student-to-student interaction, ○ induce student curiosity and suspense, ○ provide students with choices, ○ incorporate multimedia and technology, and ○ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. • The preponderance of activities demand complex thinking and analysis. • Texts and tasks are appropriately complex. 	<ul style="list-style-type: none"> • Activities and materials include most of the following: <ul style="list-style-type: none"> ○ support the lesson objectives, ○ are challenging, ○ sustain students' attention, ○ elicit a variety of thinking; ○ provide time for reflection, ○ are relevant to students' lives, ○ provide opportunities for student-to-student interaction, ○ induce student curiosity and suspense; ○ provide students with choices, ○ incorporate multimedia and technology, and ○ incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). • Texts and tasks are appropriately complex. 	<ul style="list-style-type: none"> • Activities and materials include few of the following: <ul style="list-style-type: none"> ○ support the lesson objectives, ○ are challenging, ○ sustain students' attention, ○ elicit a variety of thinking, ○ provide time for reflection, ○ are relevant to students' lives, ○ provide opportunities for student to student interaction, ○ induce student curiosity and suspense, ○ provide students with choices, ○ incorporate multimedia and technology, and ○ incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc.).



General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Questioning 	<ul style="list-style-type: none"> Teacher questions are varied and high quality, providing a balanced mix of question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions require students to regularly cite evidence throughout lesson. Questions are consistently purposeful and coherent. A high frequency of questions is asked. Questions are consistently sequenced with attention to the instructional goals. Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). Wait time (3-5 seconds) is consistently provided. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. Students generate questions that lead to further inquiry and self-directed learning. Questions regularly assess and advance student understanding. When text is involved, majority of questions are text-based. 	<ul style="list-style-type: none"> Teacher questions are varied and high quality providing for some, but not all, question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions usually require students to cite evidence. Questions are usually purposeful and coherent. A moderate frequency of questions asked. Questions are sometimes sequenced with attention to the instructional goals. Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is sometimes provided. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. When text is involved, majority of questions are text-based. 	<ul style="list-style-type: none"> Teacher questions are inconsistent in quality and include few question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions are random and lack coherence. A low frequency of questions is asked. Questions are rarely sequenced with attention to the instructional goals. Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is inconsistently provided. The teacher mostly calls on volunteers and high-ability students.
Academic Feedback 	<ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, high quality and references expectations. Feedback is frequently given during guided practice and homework review. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> Oral and written feedback is mostly academically focused, frequent, and mostly high quality. Feedback is sometimes given during guided practice and homework review. The teacher circulates during instructional activities to support engagement, and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is rarely given during guided practice and homework review. The teacher circulates during instructional activities but monitors mostly behavior. Feedback from students is rarely used to monitor or adjust instruction.




General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Grouping Students 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities, and group work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous or homogenous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities, and group work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) most of the time to best accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities, and group work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge 	<ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects he or she teaches. Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. Teacher does not understand key concepts and ideas in the discipline and therefore presents content in a disconnected manner.
Teacher Knowledge of Students 	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of some student anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content.





General Educator Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Thinking 	<ul style="list-style-type: none"> • The teacher thoroughly teaches two or more types of thinking: <ul style="list-style-type: none"> ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher provides opportunities where students: <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives, ○ analyze problems from multiple perspectives and viewpoints, <u>and</u> ○ monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<ul style="list-style-type: none"> • The teacher thoroughly teaches one or more types of thinking: <ul style="list-style-type: none"> ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher provides opportunities where students: <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives, and ○ analyze problems from multiple perspectives and viewpoints. 	<ul style="list-style-type: none"> • The teacher implements no learning experiences that thoroughly teach any type of thinking. • The teacher provides no opportunities where students: <ul style="list-style-type: none"> ○ generate a variety of ideas and alternatives, or ○ analyze problems from multiple perspectives and viewpoints.
Problem-Solving 	<p>The teacher implements activities that teach and reinforce three or more of the following problem-solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>The teacher implements activities that teach two of the following problem-solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<p>The teacher implements no activities that teach the following problem-solving types:</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing





General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Instructional Plans 	Instructional plans include: <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards, are sequenced from basic to complex, build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, and provide appropriate time for student work, student reflection, and lesson unit and closure; evidence that plan is appropriate for the age, knowledge, and interests of all learners; and evidence that the plan provides regular opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> goals aligned to state content standards, activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards, are sequenced from basic to complex, build on prior student knowledge, and provide appropriate time for student work, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of most learners; and evidence that the plan provides some opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> few goals aligned to state content standards, activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards, are rarely logically sequenced, rarely build on prior student knowledge, and inconsistently provide time for student work, and lesson and unit closure; and little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work 	Assignments require students to: <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it, draw conclusions, make generalizations, and produce arguments that are supported through extended writing, and connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. 	Assignments require students to: <ul style="list-style-type: none"> interpret information rather than reproduce it, draw conclusions and support them through writing, and connect what they are learning to prior learning and some life experiences. 	Assignments require students to: <ul style="list-style-type: none"> mostly reproduce information, rarely draw conclusions and support them through writing, and rarely connect what they are learning to prior learning or life experiences.
Assessment 	Assessment plans: <ul style="list-style-type: none"> are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require extended written tasks; are portfolio based with clear illustrations of student progress toward state content standards; and include descriptions of how assessment results will be used to inform future instruction. 	Assessment plans: <ul style="list-style-type: none"> are aligned with state content standards; have measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks; and include performance checks throughout the school year. 	Assessment plans: <ul style="list-style-type: none"> are rarely aligned with state content standards; have ambiguous measurement criteria; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and include performance checks, although the purpose of these checks is not clear.




General Educator Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior 	<ul style="list-style-type: none"> Students are consistently well behaved and on task. Teacher and students establish clear rules for learning and behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly and firmly. 	<ul style="list-style-type: none"> Students are mostly well behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but at other times, stops the lesson to address it. The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> Students are not well behaved and are often off task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction.
Environment 	<p>The classroom:</p> <ul style="list-style-type: none"> welcomes all members and guests, is organized and understandable to all students, supplies, equipment, and resources are all easily and readily accessible, displays student work that frequently changes, and is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> welcomes most members and guests, is organized and understandable to most students, supplies, equipment, and resources are accessible, displays student work, and is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> is somewhat cold and uninviting, is not well organized and understandable to students, supplies, equipment, and resources are difficult to access, does not display student work, and is not arranged to promote group learning.
Respectful Culture 	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the teacher and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the teacher. Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.




Library Media Specialist Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	<ul style="list-style-type: none"> Goals and objectives are clear and appropriate. Goals and objectives are consistent with the school goals and take into account previous learning and other related curriculum areas. Expectations for student performance are clear, demanding, and high. Objectives are frequently displayed, clearly communicated, and referenced throughout the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> The quality of the goals or objectives varies. The goals or objectives are more appropriate than inappropriate. Goals and objectives are consistent with the school goals and take into account other related curriculum areas as appropriate. Expectations for student performance are clear. Objectives are frequently displayed and clearly communicated. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Very few, if any goals or objectives have been established or the goals or objectives are typically inappropriate. Goals and objectives are not consistent with the school goals and do not take into account other related curriculum areas as appropriate. Expectations for student performance are vague. Objectives are not displayed or loosely communicated. There is evidence that few students demonstrate mastery of the objective.
Motivating Students 	<ul style="list-style-type: none"> All students are engaged in learning activities. All activities provided help students recognize the purpose and importance of learning. Procedures are adjusted to enhance student involvement. 	<ul style="list-style-type: none"> Most students are engaged in learning activities. Some activities provided help students recognize the purpose and importance of learning. Procedures are sometimes adjusted to enhance student involvement. 	<ul style="list-style-type: none"> Very few students are engaged in learning activities. None of the activities provided help students recognize the purpose and importance of learning. Procedures are not adjusted to enhance student involvement.
Presenting Instructional Content 	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the LMS/LIS to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the LMS/LIS to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or non-essential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the LMS/LIS to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information; and relevant, coherent, or essential information.
Lesson Structure and Pacing 	<ul style="list-style-type: none"> All lessons start promptly. The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> Most lessons start promptly. The lesson's structure is coherent, with a beginning, middle, and end. Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> Lessons are not started promptly. The lesson has a structure, but may be missing closure or introductory elements. Pacing is not appropriate for most of the students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.



Library Media Specialist Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Activities and Materials 	Activities and materials include all of the following when appropriate: <ul style="list-style-type: none"> show accommodation of students' needs and differences, are appropriately varied and matched to lesson objective, are relevant to students' lives, incorporate multimedia and technology, incorporate quality resources (e.g., LMS/LIS made materials, manipulatives, resources from museums, cultural centers, etc.), address higher-order thinking skills, and sustain students' attention. 	Activities and materials include most of the following when appropriate: <ul style="list-style-type: none"> show accommodation of students' needs and differences, are appropriately varied and matched to lesson objective, are relevant to students' lives, incorporate multimedia and technology, incorporate quality resources (e.g., LMS/LIS made materials, manipulatives, resources from museums, cultural centers, etc.), address higher-order thinking skills, and sustain students' attention. 	Activities and materials include few of the following when appropriate: <ul style="list-style-type: none"> show accommodation of students' needs and differences, are appropriately varied and matched to lesson objective, are relevant to students' lives, incorporate multimedia and technology, incorporate quality resources (e.g., LMS/LIS made materials, manipulatives, resources from museums, cultural centers, etc.), and address higher-order thinking skills, and sustain students' attention.
Questioning 	<ul style="list-style-type: none"> LMS/LIS questions are varied and high quality, providing a balanced mix of question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions are consistently purposeful and coherent. A high frequency of questions is asked. Questions are consistently sequenced with attention to the instructional goals. Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). Wait time (3-5 seconds) is consistently provided. The LMS/LIS calls on volunteers and non-volunteers and a balance of students based on ability and sex. Students generate questions that lead to further inquiry and self-directed learning. 	<ul style="list-style-type: none"> LMS/LIS questions are varied and high quality, providing for some, but not all, question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions are usually purposeful and coherent. A moderate frequency of questions asked. Questions are sometimes sequenced with attention to the instructional goals. Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is sometimes provided. The LMS/LIS calls on volunteers and non-volunteers, and a balance of students based on ability and sex. 	<ul style="list-style-type: none"> LMS/LIS questions are inconsistent in quality and include few question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions are random and lack coherence. A low frequency of questions is asked. Questions are rarely sequenced with attention to the instructional goals. Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is inconsistently provided. The LMS/LIS mostly calls on volunteers and high-ability students.
Academic Feedback 	<ul style="list-style-type: none"> Feedback is consistently academically focused, frequent, and high quality. Feedback to students is in a timely manner and includes strengths as well as recommendations or suggestions for improvement. The LMS/LIS circulates to prompt student thinking, assess each student's progress, and provide individual feedback. 	<ul style="list-style-type: none"> Feedback is mostly academically focused, frequent, and mostly high quality. Feedback to students is usually in a timely manner and includes strengths as well as recommendations or suggestions for improvement. The LMS/LIS circulates during instructional activities to support engagement, and monitor 	<ul style="list-style-type: none"> The quality of feedback is inconsistent. Feedback to students is not given in a timely manner. The LMS/LIS fails to circulate during instructional activities. Feedback from students is not used to monitor or adjust instruction.

Library Media Specialist Rubric: Instruction

	Feedback from students is regularly used to monitor and adjust instruction.	student work. Feedback from students is sometimes used to monitor and adjust instruction.	
	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Monitoring Student Understanding 	<ul style="list-style-type: none"> Learning activities are analyzed and paced to accommodate student differences. Monitoring very frequently occurs through questioning techniques and checking student's performances as they are engaged in learning activities. Monitoring techniques address higher-order skills when appropriate. Re-teaching occurs when necessary and includes a variety of re-teaching approaches. 	<ul style="list-style-type: none"> Some learning activities are analyzed and paced to accommodate student differences. Monitoring usually occurs through questioning techniques and checking students' performances as they are engaged in learning activities. Monitoring techniques sometimes address higher-order skills when appropriate. Re-teaching occurs when necessary and sometimes includes a variety of re-teaching approaches. 	<ul style="list-style-type: none"> Few learning activities are analyzed and paced to accommodate student differences. Monitoring rarely occurs through questioning techniques and checking students' performances as they are engaged in learning activities. Monitoring techniques do not address high-order skills when appropriate. Re-teaching might occur when necessary but does not include a variety of re-teaching approaches.
LMS/LIS Content Knowledge 	<ul style="list-style-type: none"> LMS/LIS displays extensive content knowledge of all the subjects she or he teaches. LMS/LIS regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. LMS/LIS regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> LMS/LIS displays accurate content knowledge of all the subjects he or she teaches. LMS/LIS sometimes implements subject-specific instructional strategies to enhance student content knowledge. LMS/LIS sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> LMS/LIS displays under-developed content knowledge in several subject areas. LMS/LIS does not implement subject-specific instructional strategies to enhance student content knowledge. LMS/LIS does not understand key concepts and ideas in the discipline and, therefore, presents content in an unconnected way.
LMS/LIS Knowledge of Students 	<ul style="list-style-type: none"> LMS/LIS practices display understanding of each student's anticipated learning difficulties. LMS/LIS practices regularly incorporate student interest and cultural heritage. LMS/LIS regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. Data is continually used to assess student interest and performance for the purpose of improving resources, instruction, and services to users. Changes to various aspects of the library program are based on a variety of both formal and informal evaluation techniques. Program decisions are made as a result of appropriate analyses of the data. 	<ul style="list-style-type: none"> LMS/LIS practices display understanding of some students' anticipated learning difficulties. LMS/LIS practices sometimes incorporate student interests and cultural heritage. LMS/LIS sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. Data is used to assess student interest and performance for the purpose of improving resources, instruction, and services to users. Changes to various aspects of the library program are based on a variety of either formal or informal evaluation techniques. Program decisions are sometimes made as a result of appropriate analyses of the data. 	<ul style="list-style-type: none"> LMS/LIS practices demonstrate limited knowledge of students anticipated learning difficulties. LMS/LIS practices do not incorporate student interests or cultural heritage. LMS/LIS practices demonstrate no differentiation of instructional methods or content. Data is not used to assess student interest and performance for the purpose of improving resources, instruction, and services to users. Changes to various aspects of the library program are not based on a variety of either formal or informal evaluation techniques. Program decisions are not made as a result of appropriate analyses of the data.


Library Media Specialist Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Thinking 	<ul style="list-style-type: none"> In the context of a collaborative lesson with a classroom teacher, the LIS/LMS consistently and thoroughly teaches two or more types of thinking: <ul style="list-style-type: none"> analytical thinking, where the students analyze, compare and contrast, and evaluate and explain information; practical thinking where students use, apply, and implement what they learn in real-life scenarios; creative thinking where students create, design, imagine, and suppose; and research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The LIS/LMS regularly provides opportunities where students: <ul style="list-style-type: none"> generate a variety of ideas and alternatives; analyze problems from multiple perspectives and viewpoints; and monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<ul style="list-style-type: none"> In the context of a collaborative lesson with a classroom teacher, the LIS/LMS consistently and thoroughly teaches one type of thinking: <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information; practical thinking where students use, apply, and implement what they learn in real-life scenarios; creative thinking where students create, design, imagine, and suppose; and research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The LIS/LMS sometimes provides opportunities where students: <ul style="list-style-type: none"> generate a variety of ideas and alternatives, and analyze problems from multiple perspectives and viewpoints. 	<ul style="list-style-type: none"> In the context of a collaborative lesson with a classroom teacher, the LIS/LMS does not consistently and thoroughly teach any type of thinking. The LIS/LMS provides few opportunities where students: <ul style="list-style-type: none"> generate a variety of ideas and alternatives, and analyze problems from multiple perspectives and viewpoints.
Problem-Solving 	<p>The LIS/LMS implements activities that teach and reinforce three or more of the following information literacy skills:</p> <ul style="list-style-type: none"> Critical Thinking Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Evaluating Information Ethical Use of Information Information Seeking Strategies Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing Synthesizing Information Self-Assessment Strategies 	<p>The LIS/LMS implements activities that teach and reinforce two of the following information literacy skills:</p> <ul style="list-style-type: none"> Critical Thinking Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Evaluating Information Ethical Use of Information Information Seeking Strategies Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing Synthesizing Information Self-Assessment Strategies 	<p>The LIS/LMS implements no activities that teach and reinforce the following information literacy skills:</p> <ul style="list-style-type: none"> Critical Thinking Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Evaluating Information Ethical Use of Information Information Seeking Strategies Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing Synthesizing Information Self-Assessment Strategies





Library Media Specialist Rubric: Planning of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p>Media Center Management</p> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>	<ul style="list-style-type: none"> Input from LMS/LIS and professional staff is used to determine student needs and to provide resources that relate to curriculum demands and instructional goals and objectives. LMS/LIS initiates communication and follow-up activities to determine effectiveness of selected resources. Written procedures have been established to prioritize needs. LMS/LIS has established written procedures and has obtained needed materials, resources, and equipment, all of which have been labeled and are in order for easy access. Written procedures have been established to deal with challenged materials. Circulation procedures have been established to maximize use of library resources and communicated to all patrons. Materials and resources are current and up-to-date and reflect the needs of the stakeholders. There are protocols for maintenance of equipment of resources repair. 	<ul style="list-style-type: none"> Input from LMS/LIS and professional staff is generally used to determine student needs and to provide resources that related to curriculum demands and instructional goals and objectives. LMS/LIS sometimes initiates communication and follow-up activities to determine effectiveness of selected resources. Procedures have been established to prioritize needs. LMS/LIS has established procedures and has obtained needed materials, resources, and equipment, all of which have been labeled and are in order for easy access. Procedures are in place to deal with challenged materials. Circulation procedures have been established to maximize use of library resources. Materials and resources are current and up-to-date. There are some protocols for maintenance of equipment or resources repair. 	<ul style="list-style-type: none"> Input from LMS/LIS and professional staff is not used to determine student needs and to provide resources that relate to curriculum demands and instructional goals and objectives. LMS/LIS does not initiate communication and follow-up activities to determine effectiveness of selected resources. Procedures have not been established to prioritize needs. LMS/LIS has not established procedures and has not obtained needed materials, resources, and equipment which have been labeled and put in order for easy access. No procedures are in place to deal with challenged materials. Circulation procedures have not been established to maximize use of library resources. Materials and resources are not current and up-to-date. There are no protocols for maintenance of equipment or resources repair.
<p>Media Center Resources</p> <div style="border: 2px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>	<ul style="list-style-type: none"> Resources are appropriately integrated with instruction and management procedures. Written plans, policies, and procedures are available for library staff. Materials and media are equitable and accessible to all users. Facilities are arranged to accommodate different types of activities, and student movement is meaningful. LMS/LIS and user activities allow for maximum use of learning time. Community resources are used appropriately. A variety of promotional activities are continually incorporated in the library program. 	<ul style="list-style-type: none"> Resources are integrated with instruction and management procedures. Plans, policies, and procedures are available for library staff. Materials and media are equitable and accessible to most users. Facilities are arranged to accommodate some types of activities, and student movement is usually meaningful. LMS/LIS and user activities allow for moderate use of learning time. Community resources are sometimes used. Promotional activities are incorporated in the library program. 	<ul style="list-style-type: none"> Resources are not integrated with instruction and management procedures. Plans, policies, and procedures are not followed by library staff. Materials and media are not equitable and not accessible to most users. Facilities arrangement does not accommodate more than one type of activity, and student movement is limited. LMS/LIS and user activities impede use of learning time. Community resources are not used. Promotional activities are not incorporated in the library program.





Library Media Specialist Rubric: Planning of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
<p>Media Center Collaboration</p> 	<ul style="list-style-type: none"> LMS/LIS continuously provides cursory and in-depth assistance to teachers, as needed. LMS/LIS collaborates with teachers in planning units of instruction. LMS/LIS assists with equipment operation, materials production, and instruction, as needed. LMS/LIS seamlessly correlates the library program with that of the school curriculum. 	<ul style="list-style-type: none"> LMS/LIS frequently provides cursory and in-depth assistance to teachers, as needed. LMS/LIS sometimes collaborates with teachers in planning units of instruction. LMS/LIS assists with some equipment operation, materials production, and instruction, as needed. LMS/LIS correlates the library program with that of the school curriculum. 	<ul style="list-style-type: none"> LMS/LIS does not provide cursory and in-depth assistance to teachers, as needed. LMS/LIS does not collaborate with teachers in planning units of instruction. LMS/LIS does not assist with equipment operation, materials production, and instruction. LMS/LIS does not correlate the library program with that of the school curriculum.





Library Media Specialist Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations 	<ul style="list-style-type: none"> LMS/LIS sets high and demanding academic expectations for every student. LMS/LIS encourage students to learn from mistakes. LMS/LIS creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. LMS/LIS optimizes instructional time, teacher more material, and demands better performance from every student. 	<ul style="list-style-type: none"> LMS/LIS sets high and demanding academic expectations for every student. LMS/LIS encourages students to learn from mistakes. LMS/LIS creates learning opportunities where most students can experience success. Students complete their work according to LMS/LIS expectations. 	<ul style="list-style-type: none"> LMS/LIS expectations are not sufficiently high for every student. LMS/LIS creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior 	<ul style="list-style-type: none"> Students are consistently well behaved, and on task. LMS/LIS and students establish clear rules for learning and behavior. LMS/LIS uses several techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior. LMS/LIS overlooks inconsequential behavior. LMS/LIS deals with students who have caused disruptions rather than the entire class. LMS/LIS attends to disruptions quickly and firmly. 	<ul style="list-style-type: none"> Students are mostly well behaved, and on task; some minor learning disruptions may occur. LMS/LIS established rules for learning and behavior. LMS/LIS uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior. LMS/LIS overlooks some inconsequential behavior, but at other times, stops the lesson to address it. LMS/LIS deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> Students are not well behaved and are often off task. LMS/LIS establishes few rules for learning and behavior. LMS/LIS uses few techniques to maintain appropriate student behavior. LMS/LIS cannot distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction.
Environment 	<p>The library:</p> <ul style="list-style-type: none"> welcomes all member and guests, is organized and understandable to all students, provides supplies, equipment, and resources that are easily and readily accessible, displays student work that frequently changes, and is arranged to promote individual and group learning. 	<p>The library:</p> <ul style="list-style-type: none"> welcomes most members and guests, is organized and understandable to most students, provides supplies, equipment, and resources that are accessible, displays student work, and is arranged to promote individual and group learning. 	<p>The library:</p> <ul style="list-style-type: none"> is somewhat cold and uninviting, is not well organized and understandable to students, has supplies, equipment, and resources that are difficult to access, does not display student work, and is not arranged to promote group learning.
Respectful Culture 	<ul style="list-style-type: none"> LMS/LIS-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. LMS/LIS seeks out and is receptive to the interest and opinions of all students. Positive relationships and interdependence characterize the library environment. 	<ul style="list-style-type: none"> LMS/LIS-student interactions are generally friendly but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for LMS/LIS and are generally polite to each other. LMS/LIS is sometimes receptive to the interest and opinions of students. 	<ul style="list-style-type: none"> LMS/LIS-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for LMS/LIS. Student interaction is characterized by conflict, sarcasm, or put-downs. LMS/LIS is not receptive to interests and opinions of students.





School Services Personnel Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	<ul style="list-style-type: none"> Professional objectives and state standards are regularly explicitly included in delivery plan. Objectives are regularly aligned and logically sequenced to the service delivery plan. Expectations for student outcomes are always clear. There is evidence that nearly all stakeholders understand the objective(s) of the delivery plan. 	<ul style="list-style-type: none"> Professional objectives and state standards are usually explicitly included in delivery plan. Objectives are mostly aligned and logically sequenced to the service delivery plan. Expectations for student outcomes are usually clear. There is evidence that most stakeholders understand the objective(s) of the delivery plan. 	<ul style="list-style-type: none"> Professional objectives and state standards are seldom explicitly included in delivery plan. Objectives are inconsistently aligned and/or illogically sequenced to the service delivery plan. Expectations for student outcomes are not clear. There is evidence that few stakeholders understand the objective(s) of the delivery plan.
Motivating Students 	<ul style="list-style-type: none"> The educator consistently organizes services so that they are personally meaningful and relevant to stakeholders. The educator consistently reinforces and rewards effort. 	<ul style="list-style-type: none"> The educator usually organizes services so that they are personally meaningful and relevant to stakeholders. The educator sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The educator rarely organizes services so that they are personally meaningful and relevant to stakeholders. The educator does not reinforce and reward effort.
Delivery of Professional Services 	<p>Services always include:</p> <ul style="list-style-type: none"> modeling by the educator to demonstrate his or her performance expectations, logical sequencing and segmenting, all essential information, and no irrelevant, confusing, or non-essential information. 	<p>Services most of the time include:</p> <ul style="list-style-type: none"> modeling by the educator to demonstrate his or her performance expectations, logical sequencing and segmenting, all essential information, and no irrelevant, confusing, or non-essential information. 	<p>Services rarely include:</p> <ul style="list-style-type: none"> modeling by the educator to demonstrate his or her performance expectations, logical sequencing and segmenting, all essential information, and relevant, coherent, or essential information.
Service Structure and Pacing 	<ul style="list-style-type: none"> All services are appropriately responsive. Pacing provides many opportunities for individual stakeholder needs. Routines for materials and/or information are seamless. 	<ul style="list-style-type: none"> Most services are appropriately responsive. Pacing provides some opportunities for individual stakeholder needs. Routines for materials and/or information are efficient. 	<ul style="list-style-type: none"> Few services are appropriately responsive. Pacing provides few opportunities for individual stakeholder needs. Routines for materials and/or information are inefficient.




School Services Personnel Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Activities and Materials 	Activities and materials do most of the following <u>as appropriate</u> : <ul style="list-style-type: none"> • support the services and/or program, • challenge, • sustain student/stakeholder's attention, • elicit a variety of thinking, • provide time for reflection, • are relevant to students'/stakeholders' lives, • provide students/stakeholders with choices, • incorporate multimedia and technology, • incorporate resources beyond the school curriculum, and • encourage self-direction and self-monitoring. 	Activities and materials do several of the following <u>as appropriate</u> : <ul style="list-style-type: none"> • support the services and/or program, • challenge, • sustain student/stakeholder's attention, • elicit a variety of thinking, • provide time for reflection, • are relevant to students'/stakeholders' lives, • provide students/stakeholders with choices, • incorporate multimedia and technology, • incorporate resources beyond the school curriculum, and • encourage self-direction and self-monitoring. 	Activities and materials do few of the following <u>as appropriate</u> : <ul style="list-style-type: none"> • support the services and/or program, • challenge, • sustain student/stakeholder's attention, • elicit a variety of thinking, • provide time for reflection, • are relevant to students'/stakeholders' lives, • provide students/stakeholders with choices, • incorporate multimedia and technology, • incorporate resources beyond the school curriculum, and • encourage self-direction and self-monitoring.
Communication 	<ul style="list-style-type: none"> • Educator communications are consistently varied and high quality, providing for a balanced mix of communication methods including, but not limited to written, oral, electronic, etc. • Questions are consistently purposeful and coherent. • Communications methods often lead to further inquiry and self-directed learning. 	<ul style="list-style-type: none"> • Educator communications are often varied and high quality, providing for a balanced mix of communication methods including, but not limited to written, oral, electronic, etc. • Questions are usually purposeful and coherent. • Communications methods sometimes lead to further inquiry and self-directed learning. 	<ul style="list-style-type: none"> • Educator communications are inconsistently varied and high quality, not providing for a balanced mix of communication methods including, but not limited to written, oral, electronic, etc. • Questions are rarely purposeful and coherent. • Communications methods seldom lead to further inquiry and self-directed learning.
Consultation 	<ul style="list-style-type: none"> • Consultation is consistently focused, frequent, and high quality. • Consultation is always appropriate to meet student/stakeholder needs. • Feedback is regularly used to monitor and adjust programs and services. 	<ul style="list-style-type: none"> • Consultation is mostly focused, frequent, and high quality. • Consultation is usually appropriate to meet student/stakeholder needs. • Feedback is often used to monitor and adjust programs and services. 	<ul style="list-style-type: none"> • Consultation is not consistently focused, frequent, or high quality. • Consultation is inappropriate to meet student/stakeholder needs. • Feedback is rarely used to monitor and adjust programs and services.
Developing Educational Plans for Students 	<ul style="list-style-type: none"> • Educator regularly contributes to short- and long-term plans for individual students. • Educator regularly analyzes data to make recommendations for students' educational plan. • Educator regularly consults with stakeholders to assist in development and refinement of students' educational plans. 	<ul style="list-style-type: none"> • Educator sometimes contributes to short- and long-term plans for individual students. • Educator sometimes analyzes data to make recommendations for students' educational plan. • Educator sometimes consults with stakeholders to assist in development and refinement of students' educational plans. 	<ul style="list-style-type: none"> • Educator seldom contributes to short- and long-term plans for individual students. • Educator seldom analyzes data to make recommendations for students' educational plan. • Educator seldom consults with stakeholders to assist in development and refinement of students' educational plans.





School Services Personnel Rubric: Delivery of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Professional Content Knowledge 	<ul style="list-style-type: none"> Educator displays extensive content knowledge of all the programs/services he or she delivers. Educator regularly implements a variety of professional strategies to enhance program/service delivery. 	<ul style="list-style-type: none"> Educator displays accurate content knowledge of all the programs/services he or she delivers. Educator often implements a variety of professional strategies to enhance program/service delivery. 	<ul style="list-style-type: none"> Educator displays limited content knowledge of all the programs/services he or she delivers. Educator rarely implements a variety of professional strategies to enhance program/service delivery.
Knowledge of Students 	<ul style="list-style-type: none"> Educator practices display a strong understanding of each student's individual needs. Educator practices regularly incorporate student interests and cultural heritage. 	<ul style="list-style-type: none"> Educator practices display some understanding of each student's individual needs. Educator practices sometimes incorporate student interests and cultural heritage. 	<ul style="list-style-type: none"> Educator practices display limited understanding of each student's individual needs. Educator practices rarely incorporate student interests and cultural heritage.
Organization of Services 	<ul style="list-style-type: none"> The educator consistently provides a thoroughly developed, defined, and comprehensive scope of services. Educator regularly utilizes school and/or student data to inform the organization of services. Educator regularly uses self-reflection and evaluation to refine organization of services. 	<ul style="list-style-type: none"> The educator usually provides a thoroughly developed, defined, and comprehensive scope of services. Educator usually utilizes school and/or student data to inform the organization of services. Educator usually uses self-reflection and evaluation to refine organization of services. 	<ul style="list-style-type: none"> The educator rarely provides a thoroughly developed, defined, and comprehensive scope of services. Educator rarely utilizes school and/or student data to inform the organization of services. Educator rarely uses self-reflection and evaluation to refine organization of services.
Problem-Solving 	<p>The educator regularly implements activities that positively impact school data, including the following (as applicable):</p> <ul style="list-style-type: none"> discipline referrals, attendance, student achievement, graduation rate, promotion rate, school climate, course enrollment patterns, and CTE on-time completers. 	<p>The educator usually implements activities that positively impact school data, including the following (as applicable):</p> <ul style="list-style-type: none"> discipline referrals, attendance, student achievement, graduation rate, promotion rate, school climate, course enrollment patterns, and CTE on-time completers. 	<p>The educator seldom implements activities that positively impact school data, including the following (as applicable):</p> <ul style="list-style-type: none"> discipline referrals, attendance, student achievement, graduation rate, promotion rate, school climate, course enrollment patterns, and CTE on-time completers.




School Services Personnel Rubric: Planning of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Scope of Work 	Scopes of work include all of the following: <ul style="list-style-type: none"> measurable and explicit goals; services, activities, materials, assessments, etc. aligned to school improvement goals; appropriate scope and sequence based on the needs of the school and/or students; evidence that scopes of work are chronologically and developmentally appropriate to meet school and/or student needs; and evidence that services provide for regular opportunities to accommodate school, student, and stakeholder needs. 	Scopes of work include most of the following: <ul style="list-style-type: none"> measurable and explicit goals; services, activities, materials, assessments, etc. aligned to school improvement goals; appropriate scope and sequence based on the needs of the school and/or students; evidence that scopes of work are chronologically and developmentally appropriate to meet school and/or student needs; and evidence that services provide for regular opportunities to accommodate school, student, and stakeholder needs. 	Scopes of work include little of the following: <ul style="list-style-type: none"> measurable and explicit goals; services, activities, materials, assessments, etc. aligned to school improvement goals; appropriate scope and sequence based on the needs of the school and/or students; evidence that scopes of work are chronologically and developmentally appropriate to meet school and/or student needs; and evidence that services provide for regular opportunities to accommodate school, student, and stakeholder needs.
Analysis of Work Products 	<ul style="list-style-type: none"> School and/or student data are regularly used to create work products. Work products are regularly analyzed and revised based on changing needs of school, student, and/or stakeholders. 	<ul style="list-style-type: none"> School and/or student data are often used to create work products. Work products are sometimes analyzed and revised based on changing needs of school, student, and/or stakeholders. 	<ul style="list-style-type: none"> School and/or student data are not used to create work products. Work products are not analyzed and revised based on changing needs of school, student, and/or stakeholders.
Evaluation of Services and/or Program 	<ul style="list-style-type: none"> Educator conducts an annual comprehensive evaluation of the services/programs delivered throughout the year. Educator routinely collaborates with stakeholders to evaluate and improve services and programs. 	<ul style="list-style-type: none"> Educator conducts a basic annual evaluation of the services/programs delivered throughout the year. Educator sometimes collaborates with stakeholders to evaluate and improve services and programs. 	<ul style="list-style-type: none"> Educator does not conduct an annual evaluation of the services/programs delivered throughout the year. Educator seldom collaborates with stakeholders to evaluate and improve services and programs.


School Services Personnel Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations 	<ul style="list-style-type: none"> Educator always sets high expectations for every student. Educator always creates opportunities where all students/stakeholders can successfully participate. Most students/stakeholders take initiative to benefit from the service delivery plan. Educator always optimizes service delivery time, provides appropriate materials, and encourages better participation from every student/stakeholder. 	<ul style="list-style-type: none"> Educator usually sets high expectations for every student. Educator often creates opportunities where all students/stakeholders can successfully participate. Some students/stakeholders take initiative to benefit from the service delivery plan. Educator usually optimizes service delivery time, provides appropriate materials, and encourages better participation from every student/stakeholder. 	<ul style="list-style-type: none"> Educator rarely sets high expectations for every student. Educator rarely creates opportunities where all students/stakeholders can successfully participate. Few students/stakeholders take initiative to benefit from the service delivery plan. Educator rarely optimizes service delivery time, provides appropriate materials, and encourages better participation from every student/stakeholder.
Managing Student Behavior 	<ul style="list-style-type: none"> Students are consistently well-behaved and on task. Educator and students establish clear rules for behavior. The educator uses a variety of effective techniques to maintain appropriate student behavior. 	<ul style="list-style-type: none"> Students are mostly well-behaved and on task, although some minor distractions may occur. Educator establishes clear rules for behavior. The educator uses some techniques to maintain appropriate student behavior. 	<ul style="list-style-type: none"> Students are not well-behaved and on task. Educator establishes few rules for behavior. The educator uses few techniques to maintain appropriate student behavior.
Environment 	<p>The workspace:</p> <ul style="list-style-type: none"> welcomes all members and guests, is organized and understandable to all students/stakeholders, provides supplies, equipment, and resources that are easily and readily accessible, and is arranged to promote individual and group participation. 	<p>The workspace:</p> <ul style="list-style-type: none"> welcomes most members and guests, is organized and understandable to most students/stakeholders, provides supplies, equipment, and resources that are accessible, and is arranged to promote individual and group participation. 	<p>The workspace:</p> <ul style="list-style-type: none"> is somewhat cold and uninviting, is not well organized and understandable to students/stakeholders, has supplies, equipment, and resources that are difficult to access, and is not arranged to promote individual and group participation.
Respectful Culture 	<ul style="list-style-type: none"> Educator-student/stakeholder interactions demonstrate caring and respect for one another. Students/stakeholders exhibit caring and respect for one another. Educator seeks out and is receptive to the interests and opinions of all students/stakeholders. 	<ul style="list-style-type: none"> Educator-student/stakeholder interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for cultural differences. Students/stakeholders exhibit respect for the educator and are generally polite to each other. Educator is sometimes receptive to the interests and opinions of students/stakeholders. 	<ul style="list-style-type: none"> Educator-student/stakeholder interactions are sometimes authoritarian, negative, or inappropriate. Students/stakeholders exhibit disrespect for the educator. Educator is not receptive to interests and opinions of students/stakeholders.

Professionalism Rubric

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Professional Growth and Learning 	<ul style="list-style-type: none"> • Uses feedback from observations and self-assessment to significantly improve performance in identified areas of need • Consistently prepared and highly engaged in professional learning opportunities • Engages in evaluation process with eagerness by seeking out feedback from both supervisors and colleagues • Consistently self-reflects on evidence of instruction, accurately matching evidence to the rubric in both areas of strength and areas of growth 	<ul style="list-style-type: none"> • Uses feedback from observations and self-assessment to implement and reflect on personal improvement strategies • Prepared and engaged in professional learning opportunities • Engages in evaluation process with evidence of focus on improving practice and openness to feedback • Self-reflections on evidence on instruction largely match the expectations of the rubric 	<ul style="list-style-type: none"> • Inconsistently uses feedback from observations to improve and demonstrates little evidence of growth on targeted indicators • Unprepared or disengaged in professional learning opportunities provided • Engages in evaluation process without evidence of focus on continuous improvement of practice. • Self-reflections do no match the expectations of the rubric or assessment of the evaluator
Use of Data 	<ul style="list-style-type: none"> • Systematically and consistently utilizes formative and summative school and individual student achievement data to: <ul style="list-style-type: none"> ◦ Analyze the strengths and weaknesses of all his/her students, ◦ Plan, implement, and assess instructional strategies to increase student achievement and decrease achievement gaps between subgroups of students ◦ Plan future instructional units based on the analysis of his/her students' work ◦ Reflect on use of instructional strategies that led or impeded student learning 	<ul style="list-style-type: none"> • Utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions to increase student achievement • Analyzes student work to guide planning of instructional units 	<ul style="list-style-type: none"> • Rarely utilizes student achievement data to address strengths and weaknesses of students to guide instructional decisions related to student achievement
School and Community Involvement 	<ul style="list-style-type: none"> • Regularly organizes and leads school activities and events that positively impact school results and culture • Always adheres to school and district personnel policies and serves as a leader and model for others • Regularly works with peers to contribute to a safe and orderly learning environment and actively facilitates improvement in school-wide culture 	<ul style="list-style-type: none"> • Regularly supports and contributes to school activities and events • Regularly adheres to school and district personnel policies • Regularly works with peers to contribute to a safe and orderly learning environment 	<ul style="list-style-type: none"> • Rarely supports school activities and events. • Inconsistently adheres to school and district personnel policies • Rarely works with peers to contribute to a safe and orderly learning environment

Professionalism Rubric

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Leadership 	Actively and consistently contributes to the school community by assisting and/or mentoring others, including successful engagement in three or more of the following: <ul style="list-style-type: none"> • Collaborative planning with subject and/or grade level teams • Actively leading in a professional learning community • Coaching/mentoring • Supervising clinical experiences • Leading data-driven professional opportunities 	Contributes to the school community by assisting others, including at least two of the following: <ul style="list-style-type: none"> • Collaborative planning with subject and/or grade level teams, • Actively participating in a professional learning community, • Coaching/mentoring • Supervising clinical experiences 	Inconsistently contributes to the school community by assisting and/or mentoring others

Suggested Observation Pacing

The minimum required number of observations is based on licensure status and evaluation scores from the previous year.

Coaching Conversations

As the school year begins, it is important for evaluators to have a targeted conversation with teachers who scored a 1 on their overall evaluation or individual growth score about the number of required observations and what supports they will receive this year to improve student achievement. These initial coaching conversations should take place before the first official observation of the year.

Observing Multiple Domains during One Classroom Visit

Districts may choose to observe the instruction domain during the same classroom visit as either the planning domain or the environment domain. The observation pacing charts below reflect one possible way domain observations may be combined during classroom visits.

Announced vs. Unannounced Visits

At least half of the observations must be unannounced, but it is the district's discretion to have more than half of the observations unannounced.

	All teachers scoring 1 on overall evaluation or individual growth		Apprentice teachers scoring 2-4 on overall evaluation and neither a 1 nor 5 on individual growth		Professional teachers scoring 2-4 on overall evaluation and neither a 1 nor 5 on individual growth		All teachers scoring 5 on overall evaluation or individual growth	
Beginning of the School Year								
First Semester	Initial Coaching Conversation							
	1 Unannounced Visit	1 Instruction 1 Environment	1 Unannounced Visit	1 Instruction 1 Environment	1 Announced Visit	1 Instruction & 1 Planning or 1 Environment	1 Unannounced Visit	1 Instruction 1 Environment 1 Planning
	1 Announced Visit	1 Instruction 1 Planning	1 Announced Visit	1 Instruction 1 Planning				
End of Semester								
Second Semester	1 Announced Visit	1 Instruction 1 Planning	1 Announced Visit	1 Instruction 1 Planning	1 Unannounced Visit	1 Instruction & 1 Planning or 1 Environment	1 Walkthrough	
	1 Unannounced Visit	1 Environment	1 Unannounced Visit	1 Environment			Note: All 3 domains must be evaluated each school year	1 Walkthrough
	Professionalism Scoring		Professionalism Scoring		Professionalism Scoring		Professionalism Scoring	
End of Year								

OBSERVATION GUIDANCE DOCUMENTS: Cover Sheet

BACKGROUND

Certain subgroups of educators, which are listed in the table below, operate in unique situations that may require additional attention to apply the TEAM evaluation model with fidelity and provide educators with meaningful feedback. As such, we have conducted numerous focus groups, with educators working in these areas, to develop additional guidance to support evaluation. The accompanying documents are meant to serve as an instructive, although not exhaustive, list of areas to which administrators should direct additional attention based on the unique instructional or service setting of the educator. These are meant to supplement, not replace, the TEAM evaluation rubric. Together, the pre-observation questions, key areas for gathering evidence, examples of evidence and artifacts, and examples of excellence present an evaluator with additional resources to use to conduct high-quality evaluations.

COMPONENTS

The accompanying documents for each educator group are broken down into two components.

1. The *Observation Document* provides:

- a quick glance at some guiding questions and overarching concerns for each educator group; and
- examples of pre-observation questions, key areas to focus evidence gathering, and examples of appropriate evidence/artifacts the evaluator may collect.
 - **NOTE:** Key areas for evidence are not intended to replace the indicators in the TEAM evaluation model, but rather are more detailed guidelines for evaluating indicators that educators have identified as particularly tricky to observe.

2. The *Observation Support* provides:

- additional context for the evaluator when considering the responsibilities of each educator,
- detailed examples to illuminate some of the key indicators and areas for evidence, and
- a platform for meaningful discussion between educators and evaluators around best practices.
 - **NOTE:** This can be especially useful for structuring pre-conference discussions.

GENERAL EDUCATOR RUBRIC	SCHOOL SERVICES PERSONNEL RUBRIC
Early Childhood	School Counselors
Special Education	School Audiologists
Career and Technical Education (CTE)	Speech/Language Pathologists (SSP)
Online Educators	School Social Workers (SSW)
Alternative Educators	Vision Specialists
Interventionists	School Psychologists

OBSERVATION DOCUMENT: Early Childhood

PRE-OBSERVATION QUESTIONS

1. What standards/objectives will be addressed in the lesson?
2. How have students been pre-assessed to determine their current understanding?
3. How will the learning be differentiated based on students' current understanding?
4. What will students be doing/saying when they are thinking and problem solving?
5. What will writing look like in your classroom?
6. How will oral language be developed among students?
7. How will literacy skills be developed among students?
8. How will numeracy skills be developed among students?
9. Describe the centers that are planned for this lesson. What type of learning, thinking, and problem solving will students be engaged in?
10. How will the centers be differentiated for the various levels of students in your classroom?
11. How will skills and real world experiences be integrated?
12. What do you consider when preparing the learning environment?
13. Describe how the classroom arrangement is conducive to meeting students' emotional and academic needs?
14. How is a respectful culture fostered in your classroom?
15. How will students who are not engaged be redirected?

KEY AREAS FOR EVIDENCE

1. Emotional Support

- Relationships are positive and characterized by enjoyment. (Envir, RC)
- Students are enthusiastic about learning and spending time in the classroom. (Envir, MOT)
- Teacher and students are respectful of one another. (RC)
- Negative situations are minimal and diffused before they escalate. (MSB, TKS)
- Teacher actively helps students resolve conflicts and encourages students to resolve their own conflicts through various strategies.
- Teacher consistently responds to students and addresses students' questions, concerns, and needs. (RC, AF)
- Teachers know their students academically and socially well enough to anticipate areas of difficulty and provide appropriate levels of support. (MSB, TKS)
- Students utilize teachers as a resource. (MOT, TCK)
- Teacher creates an environment in which students feel safe and free to explore and learn. (Envir)
- Teacher places an emphasis on students' interests, motivations, and points of view. (MOT, TKS, RC)
- Teacher encourages students to talk and share their ideas. (RC, Q, A/M)

2. Instructional Support

- Focus is on the process of learning, rather than concentrating solely on rote instruction and recall of facts. (PIC, TCK, TH)
- Students should be engaged in hands-on experiential learning that is sequential (builds on prior understandings) (S/O, A/M, TH, PS)
- Teachers ask students open-ended and multi-step questions about students' work, which requires deeper levels of cognitive thinking from children and scaffolds their learning. (Q, TH, SW)
- Students have opportunities to use analysis and reasoning in their approach to problems. (IP, SW, TH, PS)
- Teacher reads complex literature and non-fiction books to students and encourages students to explore a variety of print materials.
- Early numeracy skills and conceptual understandings are intentionally taught and integrated into classroom activities.

- Concepts are brought to life by students' active participation in hands-on learning experiences, as well as by applying them to students' everyday world. (IP, MOT, A/M, TCK)
- Student talk is intentionally encouraged, responded to, and expanded upon. (Assessment, GRP, Q,AF)
- Teacher engages in meaningful conversations with students. (Assessment, RC, MOT, TCK, Q, AF)
- Students are exposed to a variety of language uses and forms and are encouraged to use language. (IP, LS&P, TCK, TKS)
- Interesting and stimulating materials are provided. (IP, A/M)
- Instruction uses many modalities. (IP, PIC, TCK, TKS)
- Teachers look for opportunities to engage students. (IP, MOT, A/M)
- Feedback is focused on the process of learning, rather than simply on getting the right answer. (Assessment, AF)
- Teacher provides students with specific information about their work. (Assessment, AF)
- Teacher draws attention to the act of writing by spelling or sounding out words and letters during writing. (PIC)
- Teacher helps students reach a deeper understanding of concepts than they could get on their own. (IP, TCK)
- Students write as part of all activities, including art, dramatic play, or while using blocks and manipulatives (scribbling is a form of writing). (SW, A/M)
- Students can indicate what he/she wrote or intended to write. (Assessment, TH)

3. Classroom Organization

- Rules and expectations are clearly displayed and consistently communicated and referred to. Students can identify classroom rules. (Exp, MSB, Grp)
- Behavior management is proactive, rather than reactive. The teacher should spend more time in learning conversations with children, with a positive tone, than having to reprimand children for behavior. (MSB)
- Students are praised for meeting expectations. (Exp, MOT)
- Students are able to direct their own learning during centers. They move seamlessly into and between centers and choose their activities. Students engage in organized processes for moving through the classroom.
- Clearly defined learning activities are provided for students throughout the day. An indicator of quality is a clearly displayed schedule, with associated pictures, for all students to see and refer to throughout the day. (Exp, S/O, A/M)
- Most items and bins in the classroom are labeled with the name of what is contained (like, "paper") to create a print rich environment that is useful and relevant for children.
- Transitions are minimized and when they do occur, they happen quickly and efficiently. The teacher employs instructional techniques during transitions, such as songs, rhymes and games to keep children learning. (Exp, MSB, LS&P)
- Room arrangement is conducive to play and learning. (Envir)
- Space for privacy is available. (Envir)
- Displays that represent student work relevant to a current classroom theme or activities are present and are located at the eye level of children. (Envir)

EXAMPLES OF EVIDENCE/ARTIFACTS

- | | |
|---|---|
| <ul style="list-style-type: none"> • Student growth portfolio models • Lesson plans and scope and sequence • Communication logs • Annotated student work and rubrics • Assessment data (social/emotional, literacy, and math) • Centers plans | <ul style="list-style-type: none"> • Evidence of collaborative planning with assistants • Evidence of routines and transition times • Evidence of ongoing learning (e.g., objectives building over a unit and students revisiting prior work) • Video |
|---|---|

OBSERVATION SUPPORT: Early Childhood

The evaluator should consider that determining the rigor and appropriateness of questions may be more difficult with younger students and that written feedback may not be appropriate in early childhood education. Additionally, evidence of higher order thinking, problem-solving, and mastery may look very different than it would in classroom settings with older students.

I. INSTRUCTION

EXAMPLE—QUESTIONING

Instruction—Questioning:

Educator shows students the cover of a book and asks them to turn to a partner and answer the question “What do you think will happen?” Students share with a partner and then with the class. Educator begins reading, pausing periodically to question students about what is happening (e.g., “Why did Franklin have to skip breakfast? What would happen if Franklin missed the school bus?”). Students discuss with partners and teacher randomly selects 2-3 students to share their answers by selecting popsicle sticks with students’ names from a jar. As the teacher finishes the story, he/she shows the students the cover again and asks students to share whether or not their predictions came true. They discuss their predictions and what clues they used to make those predictions.

Examples of possible questions for consideration as higher order when teaching young children may include:

In all situations:

- What would happen if...?
- Have you ever...?

In stories:

- How do you think (character) felt?
- Why did (character) do this?
- What would you have done if you were the...?

To help with problem solving when using manipulatives or engaging in center activities:

- What can you change to fix this problem?
- What if you...?
- Why did you...?

*Questions are primarily open ended. Educator provides “wait time” (3-5 seconds) and has a system to ensure all children have an opportunity to respond. Further information is given as needed to expand question.

EXAMPLE—ACADEMIC FEEDBACK

Instruction—Academic Feedback:

Students are engaged in an activity where they are sorting shapes by size and type. Educator asks students individually to explain what they are doing. Appropriate student responses reflect understanding of the task at hand and the reasoning behind it. Educator has one-on-one conversations about the work and provides specific feedback as needed to guide students (e.g., “You counted the sides to decide if this was a triangle,” “I think you missed a side when you were counting. Let’s try again,”...not, “Good job!”). Students making errors are encouraged through feedback and questioning to correct mistakes (e.g., “This object looks smaller than the others. How could you fix this problem? Where would it go? You might compare the objects side-by-side to decide which ones are the same”). Educator has a plan in place to document responses and approaches to the learning activity.

EXAMPLE—THINKING

Instruction—Thinking:

After teaching the attributes of the triangle, educator explains that students will choose a shape from a bag and decide if it is a triangle or not by describing its attributes. Educator chooses a shape and clearly models the thought process by using out loud “self-talk” to describe his/her shape. Educator allows students to choose shapes and asks them to see if theirs have similar attributes. Students explore their shapes and talk with peers about what they observe. Educator asks students to explore what happens when two triangles are put together side-by-side, what happens when connecting three? four?, etc. Students discuss possibilities with their peers and share conclusions with the class. Following large group time, students are given several triangles of construction paper and allowed to create their own design with the shapes.

Examples of most common types of thinking for pre-K and kindergarten:

- *Practical*: After discussions on the weather, students can identify appropriate clothing to wear in warm or cold weather.
- *Creative*: Students use art materials, blocks, or other building materials to express ideas on a specific task.
- *Analytical*: After listening to the same book/story read over several occasions, students can respond to questions about the characters, setting, or plot of the story.

EXAMPLE—PROBLEM-SOLVING

Instruction—Problem-Solving:

Educator reads story in which the main character encounters a problem. Educator pauses during story to engage students in identifying the problem (e.g., TEACHER: “Why is Jenny upset?” STUDENTS: “Because her brothers won’t let her play with them.”). After students have identified the problem, educator encourages them to identify some potential solutions (e.g., “What do you think Jenny should do to get her brothers to play with her?” STUDENTS: “She could teach them a neat trick. She could ask them nicely. She could talk to an adult, etc.”). Educator asks students to talk with a partner to decide what they think the best solution would be and what will happen if Jenny chooses that solution. Educator continues reading and students listen to see if Jenny chose the same solution as them. Educator leads students in a discussion of Jenny’s choice, if it worked, and what she could have done differently.

EXAMPLE—STUDENT WORK

Instruction—Student Work:

Educator engages class in a book discussion and has students create a visual representation of an event in the story. As students work individually, educator asks them to verbally explain their choices and why they chose to draw/represent them in that way. Students justify answers verbally and educator journals responses. Students clearly demonstrate connections between learning and personal experiences. Educator reviews with students the goals they are working towards. This extended verbal response is the most valid descriptor with children of this age as it incorporates the use of language beyond the yes/no or multiple-choice type of answer or work.

OBSERVATION DOCUMENT: Special Education

PRE-OBSERVATION QUESTIONS

1. What is being brought to the classroom that would not be present otherwise?
2. In what ways do you plan with the regular educator? How do you plan using student data?
3. What strategies and modifications do you bring to the classroom?
4. What are the unique circumstances in the classroom setting where you will be observed (e.g., inclusion vs. resource vs. life skills)?
5. How are the indicator descriptors addressed and what they will look like (if modified) in the specific instructional setting?
6. What is the direct link between what is on individual students' IEPs and what will be observed in today's lesson?
7. How do you plan lessons in a way that fulfills the goals and objectives of multiple IEPs?
8. How did you plan for each student?
9. How did you plan for your teaching assistant (TA)?
10. What data are you collecting? How are you collecting this data? How will you use this data to drive your instruction?
11. What evidence will indicate mastery?
12. What is your next step for improving your instruction?
13. What do you do for your own professional development?

KEY AREAS FOR EVIDENCE

1. Instruction—Standards and Objectives
 - A clear connection between the state standard(s) or the IEP goals/objectives is evident.
 - The IEP goals are designed in a way to accelerate progress (close the gap).
 - Students with IEPs are made aware of the goals/objectives on their particular IEP.
2. Instruction—Questioning
 - Students are pushed to generate developmentally appropriate questions that lead to further inquiry and self-directed learning.
 - Questions are designed in a manner adapted to the students' particular learning styles.
 - Questions glean information from students that probably would have otherwise been unknown.
3. Instruction—Grouping of Students
 - Grouping of students maximizes the impact of specific activities during the lesson and deliberately takes into account diverse learning needs.
 - Group composition is flexible in order to be most beneficial for the individual needs of diverse learners.
 - Grouping strategies may be consistently the same depending on the nature of the special educator's role, but in each case the groups maximize student learning.
 - The grouping of students is directly connected to ongoing data collection, progress monitoring, and the needs of the students.
4. Planning—Instructional Plans
 - Goals are measurable and explicit, aligned to state standards or student IEPs, and designed to clearly identify the gap between present level of performance and grade level performance.
 - Goals and objectives are selected in a manner to address deficits, accelerate progress, and close the gap.
 - There is clear evidence that the plan provides regular opportunities to accommodate individual student needs (inclusion or pull-out).
 - Instructional plans are written in a concise, efficient manner that maximizes the amount of time spent with the student.

EXAMPLES OF EVIDENCE/ARTIFACTS

- Instructional plans
- "I can" statements
- IEPs
- List of objectives and sub-objectives
- Service logs for IEP implementation
- List of accommodations and modifications
- Special education specific assessments
- Self-assessments with rubric(s)
- TA schedule
- Data notebooks
- Student work products
- Data sheets

OBSERVATION SUPPORT: Special Education

The standards and objectives for special educators must be reframed and adapted within the framework of individual student IEPs. Special educators may use alternate standards for students with significant cognitive disabilities. Questioning must also be reframed according to the diverse needs of the specific populations served. Student grouping strategies do not always apply, depending on the nature of the service or instruction (e.g., grouping may be different in pull-out vs. inclusion). Given this unique setting, lesson plans should be based on and aligned with IEPs. When appropriate, plans should be lesson-specific as well as student-specific.

I. INSTRUCTION

EXAMPLE—STANDARDS AND OBJECTIVES

Instruction—Standards and Objectives:

Special educator instructs students based on their present level of performance while adding rigor to reach grade level standards. Standard-based IEP goals and objectives denote grade-level standards, and objectives denote present level of performance for current instruction. Students are clearly informed of which standards they are working on mastering and how they have been progressing towards those goals; however, it may be difficult for them to articulate these goals without guidance.

EXAMPLE—QUESTIONING

Instruction—Questioning (Inclusion):

Special educator follows up with individual students or small groups of students to ask additional clarifying questions and scaffold student thinking. Special educator structures questions for individuals and groups to engage in appropriate levels of rigorous problem-solving. The special educator knows his/her students so well that there is an intuitive exchange that gets at what the student knows to a greater degree. Students are frequently surprised by how much they do know. Students are able to generate questions that lead to further inquiry and self-directed learning.

Instruction—Questioning (Direct Instruction):

Questioning is within the parameters of the curriculum and all questions (forms and frequency) depend on the objective of the lessons. The teacher actively works to develop higher-order thinking skills in students. In order to foster and monitor this development, teacher establishes and maintains communication with students by asking questions.

- Teacher questions are varied and high-quality, providing a balanced mix of question types:
 - What's another way you might...?
 - What would it look like if...?
 - What do you think would happen if...?
 - How was...different from...?
 - When have you done/experienced something like this before?

- Students ask specific questions :
 - Is this problem correct?
 - Could you show me the correct way to answer this?
 - Could you repeat the directions?
 - Should I complete the entire worksheet?
 - Can I go on to the next part?
 - What does this result mean?

EXAMPLE— GROUPING OF STUDENTS

Instruction—Grouping of Students:

Teacher develops instructional grouping arrangements (whole class, small group, pairs, individuals, learning style, etc.) to consistently maximize student understanding and learning. The students exhibit evidence of this learning through: group projects, visual presentations, demonstrations, the use of technology, and verbal, gestural, or written communication of their understanding. The teacher then collects data on the effectiveness of these grouping strategies through formative assessment tools. This data is used thoughtfully and effectively to drive future instruction and facilitate meaningful communication with relevant stakeholders.

II. PLANNING

EXAMPLE—INSTRUCTIONAL PLANS

Planning—Instructional Plans:

Teacher develops lesson plans that denote specific groups based on subject and ability to maximize learning for all students. Lesson plans will include grouping instruction for remediation, maintenance, and enrichment of skills. Lesson objectives are clearly scaffolded to build on prior knowledge and provide different levels of learning targeted to specific students' needs.

OBSERVATION DOCUMENT: College, Career & Technical Education (CCTE)

PRE-OBSERVATION QUESTIONS	
<ol style="list-style-type: none"> 1. What objectives will this lesson cover, and how is that aligned to course standards? How do these objectives fit in the scope and sequence of the current unit and course as a whole? 2. How will students demonstrate mastery of objectives? 3. How will students be grouped in this lesson? How does this maximize student learning? 4. How will you use questions to further each student's understanding of the competencies aligned to the objectives? What questions do you have planned? 5. What types of problem-solving will you teach or reinforce throughout the lesson? What should I look for in individual student work? 6. What do you want students to accomplish by the end of this lesson? 7. What will modeling look like? What concepts need modeling? 8. What problems may students encounter as they complete this task? 9. How will you know that they have accomplished/mastered the skill? 	
KEY AREAS FOR EVIDENCE	
<ol style="list-style-type: none"> 1. Instruction—Questioning <ul style="list-style-type: none"> • Teacher consistently scaffolds toward higher order questioning even when working with students on a physical task and/or at the beginning of a multi-step project. • Questions in lab setting are intentionally structured and scaffolded to increase competency of students in practiced skills regardless of students' current skill level. • Questions regularly require active responses (e.g., performing a physical skill). • Key questions are pre-planned with purpose. 	
<ol style="list-style-type: none"> 2. Instruction—Grouping Students <ul style="list-style-type: none"> • Students are intentionally and appropriately grouped to maximize learning efficiency, student understanding, and student competency attainment. • In a lab setting, grouping may be constrained by number or size of available materials, physical structure of the lab, and/or the safety requirements. 	
<ol style="list-style-type: none"> 3. Instruction—Problem-Solving <ul style="list-style-type: none"> • Teacher models and actively engages students in multiple types of problem-solving. • Students consistently employ different types of problem solving targeted to their level of mastery or their progress in producing a finished product. 	
<ol style="list-style-type: none"> 4. Planning—Assessment <ul style="list-style-type: none"> • Assessment plans have clear measurement criteria, and allow students to demonstrate mastery in a variety of ways (e.g., creating projects, presentations, etc.). 	
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Lesson plans, unit plans, and scope & sequence • Rubrics and checklists • Prior student work • List of questions to employ during lesson • Finished student products 	<ul style="list-style-type: none"> • Measures of student performance • Rationale of grouping or other teaching strategies • Rationale for types of problem-solving • Student portfolios • Computer module assessments

OBSERVATION SUPPORT: College, Career & Technical Education (CCTE)

CCTE teachers often work in laboratory settings with highly specialized content, and students often work independently on personal competency/skill attainment. Some lab settings are constructed to only allow for one grouping method or grouping options may be dictated by standardized safety or material requirements. Evaluators should probe to understand setting and rationale for grouping. Depending on where students are in the production process, some types of problem-solving may not be immediately evident or may be student-driven. Some forms of assessment in a CCTE lab may be unfamiliar to evaluators trained in traditional academic settings. Because of federal requirements to report on skill attainment, some competency assessments may be limited to specific methods of measuring student performance (e.g., creation of a product over a period of time).

I. INSTRUCTION

EXAMPLE – QUESTIONING

Instruction—Questioning:

Teacher asks a specific student to perform one step of a multi-step process involved in the day's objective. Teacher questions student at a high level of rigor so that they reflect on their performance and how it may impact future steps of the process (e.g., in a cosmetology class: "What is the first step?" "Let me see you do it." "Now that your left hand is here, are you ready for step two?" "What might happen if you do that with your right hand instead?" "What are you trying to accomplish using your left instead of right?" "How might you get a tighter twist with your hand?" "Why might a tighter twist matter for this style?").

Teacher questions engage students in meaningful reflection of their personal work. Students draw conclusions about how a piece of knowledge or a skill could be applied in different ways. Teacher provides multiple opportunities for students to ask questions. Students are reflective about their work and its implications for their performance.

EXAMPLE – GROUPING STUDENTS

Instruction—Grouping Students:

Within a Business course, teacher allows students to pick their "business partner" which simulates a real life opportunity. Students may then join with another pair assigned by the teacher to create a diverse set of multiple roles/responsibilities to achieve a larger goal. Grouping is deliberate and based on areas of expertise, skill level, or learning style (e.g., groups created based on data from assessments or teacher's prior knowledge). Teacher works with students to clearly establish expectations for roles within each group, time limits, outcomes for group, etc.

In a lab with a one-to-one ratio of students to computers, a teacher explains that students will be working in a whole group configuration. Teacher explains that this grouping scheme was chosen to take advantage of each student having a computer and being able to practice the skill because it is important to the unit goal that all students can accomplish the task individually.

EXAMPLE - PROBLEM-SOLVING

Instruction—Problem Solving:

Teacher guides students using inquiry, giving students time to problem solve independently or in groups through practice. Students are given ample time to reflect on work and independently troubleshoot technical issues in a lab setting. Teacher encourages students to use help tools available to solve individual technical problems within a lab setting. Students are given the opportunity to brainstorm ideas and evaluate possible solutions to a problem. Teachers build in activities such as small experiments, opportunities for design, and brainstorming sessions for students to engage in as they interact with new material. Students are able to effectively tap into prior knowledge to predict outcomes, create hypotheses for experiments, and improve on solutions to a given challenge.

II. PLANNING

EXAMPLE - ASSESSMENT

Planning—Assessment:

In a Business Technology class, a student must use software applications to complete a project. Within the project requirements, students must correctly use software tools to accomplish the task. Throughout lesson, teacher employs several strategies (e.g., choral response, random selection of students to respond to questions, written reflection, etc.) to determine pacing and identify areas for re-teaching. Teacher formatively assesses student production through observation and questioning that is aligned to a rubric. Students may be working independently at varying levels based on differentiated instruction. Students demonstrate a task or skill using provided rubric to influence work and self-score final product. Students show teacher how to use a layer mask or editing feature in Photoshop, and the teacher summatively assesses students' ability using a rubric that was shared during the introduction of the project.

OBSERVATION DOCUMENT: Online Educators

PRE-OBSERVATION QUESTIONS	
<ol style="list-style-type: none"> 1. How do you modify and supplement curriculum, and why? 2. What types of communication do you use? With whom? How do you decide which medium to use? 3. How do you monitor pacing and ensure students stay on track? 4. How do you address issues of academic integrity and “netiquette”? 5. How do you assist struggling learners? 6. What is your connection with other online educators? 	
KEY AREAS FOR EVIDENCE	
<ol style="list-style-type: none"> 1. Instruction—Presenting Instructional Content and Lesson Structure and Pacing <ul style="list-style-type: none"> • Online educator strategically augments or modifies content and activities to meet individual needs of students. • Online educator implements instructional design best practices (see iNACOL best practices – www.inacol.org) when augmenting or modifying course content. 	
<ol style="list-style-type: none"> 2. Instruction—Questioning, Thinking and Problem Solving <ul style="list-style-type: none"> • Student work clearly displays a high level of questioning, thinking, and problem-solving. • Online educator provides effective prompts in web-based communications and adds/modifies content based on student feedback and performance in order to enhance student learning. 	
<ol style="list-style-type: none"> 3. Instruction—Grouping <ul style="list-style-type: none"> • When appropriate, small groups are used to maximize student learning. • There are clearly established norms and procedures for working in groups that students can easily articulate. 	
<ol style="list-style-type: none"> 4. Instruction—Academic Feedback and Motivating Students <ul style="list-style-type: none"> • Feedback may be given synchronously (real-time) or asynchronously (delayed) via message boards, text messages, social media, phone calls, e-mails, etc. while complying with each LEA’s internet safety policy. • Feedback is consistently differentiated, models appropriate conversational tone and “netiquette,” and encourages student participation. 	
<ol style="list-style-type: none"> 5. Planning—Instructional Plans, Student Work, and Assessment <ul style="list-style-type: none"> • Online educator provides alternate means of assessment, instructional plans, or student work when necessary to meet the needs of diverse learners. • Instructional plans, student work, and assessments are easily accessible to students, parents, and administration within a secure system (NOTE: Security of the system is a system-wide responsibility, and as such, teacher should be held responsible for the accessibility of work, not the security of the site). 	
<ol style="list-style-type: none"> 6. Environment—Respectful culture <ul style="list-style-type: none"> • Online educator appropriately uses content-specific terminology, maintains appropriate instructor-to-student conversational tone, and conforms to appropriate digital “netiquette.” • Students appropriately mirror educator actions to maintain a culture of respect. 	
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Discussion boards • Messages (to students and parents) • Content and content modifications • Grade book • Announcements • Syllabus/pacing guides • Feedback on assignments 	<ul style="list-style-type: none"> • Social media (course wikis, blog comments) • Additional references or links to resources • Posted office hours • Communication logs • Synchronous class meetings via video, chat room, face-to-face • Creation of review paths and re-teaching tools • Online learning environment norms

OBSERVATION SUPPORT: Online Educators

Most of the content and structure are produced by the curriculum provider, and there is no physical classroom. Evidence of student learning is not always readily apparent in the lessons or modules and may take further exploration to identify (e.g., speaking with online educator or students). Opportunities for grouping may depend on enrollment policies and may include use of social media, collaborative projects, etc. Feedback is individualized and is provided through digital communications rather than face-to-face.

I. INSTRUCTION

EXAMPLE—PRESENTING INSTRUCTIONAL CONTENT/LESSON STRUCTURE AND PACING

Instruction—Presenting Instructional Content/Lesson Structure and Pacing:

Online educator creates an online lecture for students that they are able to sign in to. Online educator has detailed script for lecture that features high-level checks for understanding, focused standards-based content, and ample opportunity for student engagement and thought. Online educator incorporates online assignments that align with lesson objectives, course instructional content, and assessments. Online educator requires timely student response but ensures students are given a suitable amount of time to complete and submit assignments at their own pace depending on their specific needs. Students respond to checks for understanding and ask clarifying questions via community message boards that allow them to meaningfully engage with their virtual classmates. Online educator appropriately adjusts future instruction based on data gathered from formative assessment.

EXAMPLE—QUESTIONING/THINKING/PROBLEM-SOLVING

Instruction—Questioning/Thinking/Problem Solving:

Online educator bases a part of students' grades on participation in online discussion boards or social media networks designed to facilitate discussion. Online educator creates moderated online forum for questions and responses. Students post questions and reflections based on readings or activities and respond to instructor and peer communications. Online educator evaluates student postings to ensure higher levels of understanding. Online educator provides additional prompts as needed to promote higher levels of learning.

EXAMPLE—GROUPING

Instruction—Grouping:

Online educator assigns group projects that require teamwork, communication, and collaboration, but that do not always require in-person contact. Educator forms groups based on like interests, learning styles, personalities, etc. Educator outlines explicit rules for group work (e.g., communicating via email, professionalism, respect, humility, etc.). Students work to come up with an action plan for their group work that they submit to online educator; this allows them to come up with a pacing plan that suits their individual needs. Online educator checks in with students periodically and asks targeted questions to help students improve the quality of their work. Educator responds to students' questions quickly and thoroughly via systematically approved digital communications. Online educator provides students with appropriate support and time to successfully complete group projects. Online educator provides students with the opportunity to evaluate the performance of their fellow group members and uses student group evaluation feedback to improve the effectiveness of group project guidelines and procedures.

EXAMPLE—ACADEMIC FEEDBACK AND MOTIVATING STUDENTS

Instruction—Academic Feedback and Motivating Students:

Online educator consistently provides clear, targeted, and rigorous written feedback for all students on a variety of assignments ranging across instructional styles. This commentary is often provided using track changes and comments to edit student work. Online educator allows appropriate time for students to internalize commentary and feedback and request clarification as needed. When appropriate, online educator allows students to revise assignments in order to improve student learning.

II. PLANNING

EXAMPLE—INSTRUCTIONAL PLANS/STUDENT WORK/ASSESSMENT

Planning—Instructional Plans/Student Work/Assessment:

Online educator implements instructional plans that allow for instructional differentiation based on individual student needs throughout all phases of the lesson. Online educator implements assessments that are aligned to state standards but include alternate means of assessment when necessary to meet the needs of diverse learners. Online educator clearly aligns assessment to student work and independent/guided practice. Online educator implements standards and rigor in the construction of individual lesson plans. Online educator utilizes an online system for students, parents, and administration to access student work, assessments, and grades.

III. ENVIRONMENT

EXAMPLE—RESPECTFUL CULTURE

Environment—Respectful Culture:

Within a “Getting Started” announcement, discussion forum, or other digitally approved method of communication readily available to all students, online educator defines communication, “netiquette,” and internet safety procedures. Online educator effectively facilitates an open discussion of these norms with students.

OBSERVATION DOCUMENT: Alternative Educators

PRE-OBSERVATION QUESTIONS

1. How do you ensure that your instruction addresses the individualized behavior and curricular goals/objectives of students?
2. How do you actively engage students in learning?
3. What are the engagement strategies (individual and whole group) that you use?
4. How do you communicate expectations for student behavior?
5. What do you do to reinforce and reward student effort?
6. How do you reinforce a respectful culture?
7. What techniques do you use to encourage students to treat one another with respect?
8. How do you decide which objectives are appropriate for students?
9. When did your students arrive?
10. Are there any special circumstances in your classroom that I should know about?
11. How do you assure a safe environment in your classroom for medically fragile students? How do you follow safety plans for at-risk youth?

KEY AREAS FOR EVIDENCE

1. Instruction—Standards and Objectives
 - Alternative educator can clearly and explicitly state objectives or content standard goals for students; although the individualized nature of student work means that whole class objectives are not consistent and generally not posted.
 - There is clear evidence that most students are progressing towards mastery of objectives; although the evaluator may need to speak with individual students to determine progression toward mastery.
 - Students are engaged in the process of mastering objectives.
2. Instruction—Lesson Structure and Pacing
 - Alternative educator clearly and deliberately uses individualized strategies to deliver lessons to students (NOTE: Students in alternative classrooms vary greatly in age, grade level, subject matter focus, etc. and as such, group work or partnering may be very minimal given the lack of overlap in instructional needs).
 - Alternative educator paces individual learning activities to align with the needs of students and scaffolds instruction to meet individual needs.
 - Routines are evident and can be articulated by students.
3. Instruction—Grouping
 - The instructional group arrangement may vary based on student behavior plans and/or individual goals but will consistently maximize student understanding and learning efficiency.
 - Instructional group composition may be varied based on the individualized needs/plans of the student instead of on factors such as race, gender, ability, and age, and are composed in the best interest of the student in order to accomplish the goals of the lesson.

EXAMPLES OF EVIDENCE/ARTIFACTS

- Conversations with students
- Daily assignment sheets, journals, and notebooks
- Behavior plans/contracts
- IEP
- Medical assistance plan
- Contraband document
- Student assessments
- Daily goal sheets and behavior point sheets
- Progress/data monitoring charts
- Student projects
- Safety sweep documents/checklist

OBSERVATION SUPPORT: Alternative Educators

The evaluator may need to look more broadly at the alternative educator, as the alternative educator often delivers lessons in a “non-traditional” manner given individual student needs. Similarly, instructional plans are not limited to “traditional” teacher weekly plans, and as such, evaluators may find it necessary to speak or interact with students to determine if learning and thinking are taking place. Finally, student work is individualized, so standards and objectives for the whole class are not consistent and generally not posted.

I. INSTRUCTION

EXAMPLE—STANDARDS AND OBJECTIVES

Instruction—Standards and Objectives:

In the classroom, all standards and objectives may not be visibly displayed. The evaluator circulates around the room and stops to speak with individual students. The students are able to articulate which standards and objectives they are working on mastering and how their current activity helps them to meet those goals. There is also evidence of prior student work that demonstrates significant progress towards meeting their individual goals. Similarly, the alternative educator can clearly state the learning goals for individual students and differentiates instruction to meet various learning needs, styles, and strengths. Although students may be in a variety of configurations, such as students standing, lying down, working in isolation, etc., they are actively focused on their instructional tasks.

EXAMPLE—LESSON STRUCTURE AND PACING

Instruction—Lesson Structure and Pacing:

In order to meet various learning needs, educator may divide students into several small groups and assign specific tasks. Students transition with minimal loss of instructional time. Throughout the instructional time, alternative educator maintains a flexible schedule that allows him/her to address learning in the moment and adjust course based on academic performance and behavior. This may not look like a typical classroom with blocks of time devoted to solely one subject, as students have a plethora of learning goals in a range of different subjects. Simultaneous instruction is rare due to the level of differentiation needed by this particular group of students.

EXAMPLE—GROUPING

Instruction—Grouping:

Alternative educator creates groups based on what is appropriate for the individual students and what will maximize student understanding and learning efficiency. The grouping arrangement considers student behavior plans, individual student goals, and developmental appropriateness. Some groups may be composed of either individual students or an individual student paired with the alternative educator and will be focused on what is in the best interest of the student. Throughout the instructional time, the alternative educator continuously measures the classroom climate and makes grouping adjustments as necessary. All students know their roles, responsibilities, and work expectations, and are working toward accomplishing the goals of the lesson.

OBSERVATION DOCUMENT: Interventionists

PRE-OBSERVATION QUESTIONS/CONSIDERATIONS

- What skill deficit will be addressed in the lesson or activity?
- What data do you have from progress monitoring and core instruction that is informing your lesson or activity?
- How will you consider instructional and behavioral needs in the way you plan for differentiation?
- What will students be saying and doing in thinking and problem solving that will directly impact their skill deficit?
- What will writing look like in the intervention group?
- Have you predetermined places in the intervention so that students can talk to one another to deepen understanding?
- How will the skill deficit be developed among the students?
- How will you integrate connections to the core classroom into your interventionist group?
- What individual and group needs do you consider when preparing the learning environment?
- How is the arrangement conducive to students' emotional and academic needs?
- How will students who are not engaged be redirected? Are there students with behavioral needs that require modifications?
- How is a respectful culture fostered in your intervention group?

Additional Considerations in the Pre-Observation

- Encourage interventionists to bring evidence that supports co-planning with core teacher, differentiation occurring within core instruction, or any other evidence outside of the interventionist time that supports the instruction and structure within the interventionist group.
- Encourage interventionists to bring progress monitoring evidence that shows skill deficit and progress made towards the deficit such as IEP, evidence of exceptional PLEPS and Measureable Annual Goals that align to the exceptional PLEP, behavior plans, academic plans, data (progress monitoring, formative assessment).
- Ask interventionists how the skill deficit area within the intervention relates back to differentiation in core instruction.
- Ask interventionists to discuss the purpose of the lesson/intervention so that a mutual understanding exists about the skill deficit (comprehension vs. phonics driven intervention, etc.).

KEY AREAS FOR EVIDENCE TO CONSIDER IN AN INTERVENTION GROUP

Emotional Support

- Relationships are positive and support to students may be individualized and differentiated. (Envir, RC)
- Students are enthusiastic about learning and spending time in the interventionist group. (Envir, MS)
- Teacher and students are respectful of one another, but some negative student behaviors may occur as a result of the focus on the skill deficit. (RC)
- Negative situations are minimal and may require differentiated or individualized teacher intervention. (MSB, TKS)
- Teacher consistently responds to students and addresses students' questions, concerns, and needs. (RC, AF)
- Teachers know their students academically and socially well enough to anticipate areas of difficulty and provide appropriate levels of support. (MSB, TKS)
- Teacher creates an environment in which students feel safe and free to explore and learn. (Envir)
- Teacher seeks out ways to integrate students' interests, motivations, and points of view, but this may occur outside of the skill-based intervention group. (MOT, TKS, RC)

Instructional Support

- Focus may be strictly skills-based, as determined by the skill deficit that drives the intervention group. (PIC, TCK, PS)
- Students should be engaged in skills-based activities that directly relate to the skill deficit, not the standard. (S/O, A/M, PS)
- Teacher's use of higher order questions may be limited due to the structures and purpose of the intervention group. Questions may remain at the Knowledge and Comprehension level. Teacher collaborates with core instructor to ensure that higher order questioning occurs in core instruction. (Q)
- Teacher may not use complex text in the skills-based intervention group due to the purpose of the intervention, which is based on skill deficits. (A/M)
- Motivation may occur from students setting goals for individual growth. (MSB)
- Student talk may or may not be emphasized, according to the skill deficit. (Q, AF)
- Teacher engages in skill-deficit conversations with students, but looks for opportunities outside of intervention to share meaningful conversations with students. (Assess, MOT, TCK, Q, AF)
- Feedback is most often directly related to the skills deficit. (Assess, FB)
- Stimulating materials are limited to those which focus on the skill deficit. (A/M)
- Teachers use goal-setting and immediate feedback as opportunities to engage students. (IP, MOT, A/M)
- Teachers provide feedback to specific skill deficit areas in positive and timely manner. (AF)
- Instructional modalities may be limited by the structure, purpose, and skill deficit focus of the intervention group. (IP, PIC, TCK, TKS)
- Teacher provides students with specific information about their work, and the progress being made towards their goals. (Assess, FB)

EXAMPLES OF EVIDENCE/ARTIFACTS

- | | |
|--|--|
| <ul style="list-style-type: none">• Progress monitoring data• Notes from data team or collaborative meetings• Other sources of data• Learning plans | <ul style="list-style-type: none">• Instructional plans (scripted or otherwise)• Student data folders• Lesson objectives• Anecdotal documentation of monitoring |
|--|--|

OBSERVATION SUPPORT: Interventionist

The evaluator may need to look more broadly at the interventionist than other educators delivering instruction, as the interventionist is tasked with supporting student learning outside the core instructional setting.

Interventionist routines may vary at each school, and as such, the pace and structure of instruction may differ among school sites.

EXAMPLE—STANDARDS AND OBJECTIVES

The evidence demonstrates that:

- skill deficit guides the lesson, therefore state standard objectives may not be evident.
- progress monitoring may indicate growth in the specific area identified, but mastery may be demonstrated in every intervention group.
- student is actively engaged in learning, demonstrated by his/her cognitive interaction with the skill deficit.

Examples in practice:

Educator plans and delivers the lesson according to the skill deficit. Reference to the standard will most likely not be made. During the lesson, students are engaging with the identified skill deficit, and teacher will determine each student's progress from multiple resources, not just the progress in the lesson. For example, educator regularly plans and confers with the core instructor, providing ideas

and suggestions for modifications that can occur in class so that progress is made. In addition, educator is mindful of progress monitoring data and if the intervention group is helping the student made appropriate gains. At the closure of the lesson, educator measures progress towards the skill deficit, not the standard. Student should show evidence that they are cognitively engaged with the skill-deficit task.

EXAMPLE—ACTIVITIES AND MATERIALS

The evidence demonstrates that:

- complex text may or may not be used based on student area need in the intervention, but is present in student's core instruction.
- materials provided to student align with his/her specific area of need.

Examples in practice:

Students are engaged with the materials that support the skill deficit. Students are engaged with the routine of the intervention and its connection to the materials, but may not show a variety of thinking.

EXAMPLE—QUESTIONING

The evidence demonstrates that:

- questions are pertinent to or relevant to the particular group of students and skill areas.
- questions may be based on skills being taught and relevant to the intervention group.
- higher order questioning may not always be relevant.

Examples in practice:

The educator may ask knowledge and comprehension questions the majority of the time because the questioning in an intervention group is driving by the skill deficit. Evidence of higher order questioning should exist outside of the interventionist group, and could include evidence such as: instructional plans created by the core instructor and interventionist.

EXAMPLE—MOTIVATING STUDENTS

The evidence demonstrates that:

- teacher follows the organization of intervention aligned to student need.
- teacher reinforces student behavior through the use of student-driven goal setting and student self-monitoring of progress.
- students are engaged with the intervention.
- teacher shows a great sense of knowledge of students by individualizing motivating factors.

Examples in practice:

Because intervention groups are so skill driven, and often very structured, it is imperative that the educator follow the intervention with fidelity, which can often limit creative and interest-driven activities and materials. Therefore, highly engaging and motivating practices within interventions involve self-intrinsic ones, such as individualized goal setting. The practice of self-reflecting and goal-setting, when generated by students, can be highly engaging.

EXAMPLE—PRESENTING INSTRUCTIONAL CONTENT

The evidence demonstrates that:

- visuals, examples, and over-all work within the intervention may be more guided practice.
- specific entrance and exit points are present.
- interventions may be kinesthetic based on student need.

Examples in practice:

The beginning, middle, and end (I do, we do, you do) will be driven by the intervention, therefore the parts or segments of a lesson may be more difficult to identify. For example, the educator may lead the intervention group in a rote exercise that develops automaticity for a certain skill deficit, which mostly grounds the lesson in guided practice.

EXAMPLE—LESSON STRUCTURE AND PACING

The evidence demonstrates that:

- use of data drives the intervention pacing, both within the group and individually, and is based on individualized rate of improvement.

Examples in practice:

Intervention groups may sometimes rely heavily on timed segments, and some intervention programs may encourage the use of individualized timing, which may sometimes make the group work appear disorganized or confusing. However, in reality, it is a strategic approach at providing the student with the appropriate level of scaffolding for a particular skill deficit.

EXAMPLE—FEEDBACK

The evidence demonstrates that:

- feedback is often immediate, corrective feedback that is mostly oral.

Examples in practice:

Students are in the practice of receiving ongoing and immediate feedback in response to their responses, grounded in the skill deficit. Students show evidence of self-awareness / need as a result of the teacher's feedback. Evidence can be seen that students reflect appropriately when writing their goals as a result of the teacher's feedback.

EXAMPLE—GROUPING

The evidence demonstrates that:

- students may not have group roles, due to being grouped based on deficit area.
- students have already received whole group core instruction and participated in small group work in core instruction, therefore students have likely received between 3 and 4 group settings prior to the intervention setting.
- interventionist and teacher of core instruction collaborate on groupings during core instruction.

Examples in practice:

Students are grouped according to skill deficit, and have already participated in additional grouping in core instruction. Students sit in proximity to the educator and respond appropriately to the group leader, the interventionist.

EXAMPLE—TEACHER CONTENT KNOWLEDGE

The evidence demonstrates that:

- teacher demonstrates behavioral techniques to decrease a loss of instructional time due to some student behaviors interfering with time on task.
- behavioral techniques may include visuals, time breaks, questioning, goal sheets, etc.

Examples in practice:

The educator individualizes the method and strategy provided to students, which results in student engagement. Students respond respectfully to the educator, and are cognitively engaged, evident by their participation.

EXAMPLE—TEACHER KNOWLEDGE OF STUDENTS

The evidence demonstrates that:

- teacher demonstrates knowledge of individual student behavior and academic needs.
- data is used to identify skill deficits, linkage of intervention to skill deficit, show previous growth or lack of growth.
- collaboration occurs between interventionist and core teacher so that students make connections in learning.
- accommodations are made based on student individual needs (social and emotional).

Examples in practice:

The educator provides differentiated instruction, if needed, evident by the scaffolds that are provided within the intervention group.

EXAMPLE—THINKING

The evidence demonstrates that:

- interventionist collaborates with core teacher on the 4 types of thinking that drive the core instruction time
- intervention may elicit one or more type of thinking; however it would not be effective to measure thinking from intervention group alone
- intervention focuses more on process

Examples in practice:

Student records and analyzes his or her own progress and is involved in setting new targets or goals for self in intervention.

EXAMPLE—PROBLEM SOLVING

The evidence demonstrates that:

- intervention may only have one type of problem solving that is related to the intervention being provided based on need
- the product may be a demonstration that the student mastered a skill or is making progress toward mastery of skill

Examples in practice:

The students show evidence of engaging with the skill deficit, providing answers and responses that show growth and engagement.

EXAMPLE—INSTRUCTIONAL PLANS

Planning—Instructional Plans:

The interventionist creates an instructional plan that is aligned to the student's area of deficit. There is a clear objective stated, and the lesson is sequenced to build mastery. The interventionist has clearly outlined the essential vocabulary and skills needed to work towards mastery of the lesson. There is clear evidence of how the interventionist will differentiate support for each student.

EXAMPLE—STUDENT WORK

Planning—Student Work:

In a lesson about word patterns, students are asked to underline consonants and delete/add different beginning and ending sounds. The interventionist also provides opportunities for repetition. For example, the interventionist may say the word "bat" and ask the student to say another word with the same pattern. This repetition may occur throughout the lesson to ensure the student is working towards mastery of the specific area of deficit.

EXAMPLE—ASSESSMENT

Planning—Assessment:

The assessment requires a student to manipulate syllables or word parts. The interventionist has a rubric/checklist to mark off as the student works through the assessment. Prior to this assessment, the interventionist uses white boards to quickly assess understanding. The interventionist has a clear method of organizing anecdotal notes based on student responses. This method helps guide instructional decisions, but it also serves as evidence of the effectiveness of the intervention.

OBSERVATION DOCUMENT: School Counselors

PRE-OBSERVATION QUESTIONS	
<ol style="list-style-type: none"> 1. How do you coordinate services for students and families? 2. How do you keep the school and your stakeholders aware of changes to the counseling program? 3. What system of consultation do you use? 4. In what ways do you ensure that the counseling program is personally meaningful to stakeholders? 5. What type of data do you use in planning and delivering your comprehensive school counseling program? 6. How does your comprehensive school counseling program impact student achievement? 7. In what ways do you deliver a comprehensive school counseling program? 	
KEY AREAS FOR EVIDENCE	
<ol style="list-style-type: none"> 1. Delivery of Services—Communication <ul style="list-style-type: none"> • Counselor communications with students/stakeholders are easily observable, occur on a regular basis, and are consistently varied and of high quality. • Counselor utilizes a balanced mix of communication methods, including but not limited to, written, oral, electronic, etc. that is targeted to specific student/stakeholder needs. • Counselor asks questions that frequently lead to further inquiry and self-directed learning. 	
<ol style="list-style-type: none"> 2. Delivery of Services—Consultation <ul style="list-style-type: none"> • Counselor delivers consultation that is consistently focused, frequent, and of high quality. • Counselor effectively collaborates with the stakeholders, including outside agencies (e.g., DCS, therapists, psychiatrists, psychologists, etc.), to address issues and facilitate a participatory problem-solving process. • Counselor limits consultation to topics that are most appropriate to meet students' needs. • Counselor creates a consistent feedback loop that is used to monitor and continuously improve the quality and impact of programs and services. 	
<ol style="list-style-type: none"> 3. Delivery of Services—Service Structure and Pacing <ul style="list-style-type: none"> • Counselor has targeted the pace and structure of services to align with the culture and norms of the school site while also considering the differentiated needs of specific students. • Counselor services are provided in a consistent manner with a deliberate beginning, middle, and end, as well as a time for reflection. • Counselor has strong, consistent routines for dissemination of materials and/or information. 	
<ol style="list-style-type: none"> 4. Delivery of Services—Knowledge of Students <ul style="list-style-type: none"> • Counselor practices regularly incorporate student interests and cultural heritage. • Counselor exhibits a strong familiarity with and responsiveness to the needs of the student body as a whole, as well as specific individuals on his/her caseload. 	
<ol style="list-style-type: none"> 5. Environment—Managing Student Behavior <ul style="list-style-type: none"> • Counselor has worked with students to develop clear rules and expectations for behavior that hold students accountable for their actions. • Counselor attends to disruptions quickly and firmly using a variety of techniques that are targeted to specific student needs. 	
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Portfolios • Behavior assessments • Behavior intervention plans • Service plans • IEPs • Individual student portfolios 	<ul style="list-style-type: none"> • Post-secondary/graduation plans • Training agendas • Parent contact logs • Written/electronic communication • School improvement plan • Group session outlines

OBSERVATION SUPPORT: School Counselors

The evaluator will need to look more broadly at the school counselor than the classroom teacher, as the counselor is tasked with serving hundreds of students/stakeholders in a unique service setting. Counselor routines may vary at each school, and as such, the pace and structure of services may differ among school sites.

I. DELIVERY OF SERVICES

EXAMPLE—COMMUNICATION

Delivery of Services—Communication:

The counselor leads a parent meeting in a professional manner by hosting the meeting in a comfortable atmosphere, modeling expected behavior, presenting parents with updated documents, and maintaining a calm demeanor. The counselor stays on task throughout the meeting and deftly redirects the focus of the conversation to the topic at hand. The counselor pushes students and parents to actively participate in the problem-solving process and encourages thoughtful reflection. If a parent or student becomes upset, the counselor handles the situation calmly and professionally. Before ending the meeting, the counselor works with students and parents to come up with an actionable plan for next steps that is mutually agreeable.

EXAMPLE—CONSULTATION

Delivery of Services—Consultation:

A parent contacts the counselor to discuss recent changes in their child's behavior. The counselor pulls attendance, academic, and discipline information to help the parent determine if the issue is occurring at school, home, or both. The counselor shares child development information with the parent and works with the parent to come up with potential areas of discord that may be triggering the misbehavior. Throughout the meeting, the counselor makes sure that the parent is actively engaged in problem solving to ensure investment in the agreed upon strategies that will be used to address the issue. The counselor makes the parent aware of services that are available to the student in school as well as community resources and services that may be beneficial. The counselor works with the parent to come up with an action plan and schedules a concrete date for follow-up. The counselor follows up with the parent to provide any additional support and/or information as needed. All of these communications are clearly noted in a parent contact log.

EXAMPLE—SERVICE STRUCTURE AND PACING

Delivery of Services—Service Structure and Pacing:

A teacher contacts the counselor to let him/her know about a student with an immediate need. The counselor promptly pulls relevant information (e.g., attendance data, behavior records, previous contact, etc.) and arranges a meeting with that student as soon as possible. The counselor is able to utilize a variety of targeted intervention strategies to help address the issues facing the specific student. The counselor is able to connect the student's family to community resources and sets up a time for a meeting with the student and family. The student is able to leave the initial consultation with concrete, actionable next steps and a plan to effectively address the crisis. Highly effective pacing allows the counselor to meet the immediate stakeholder needs.

EXAMPLE—KNOWLEDGE OF STUDENTS

Delivery of Services—Knowledge of Students:

Counselor assists in interpreting student records to identify appropriate and targeted interventions for specific students on his/her caseload. Counselor makes numerous concerted efforts to better understand the cultural background, home life, and other relevant contextual factors of students with which he/she works on a regular basis (e.g., this may include attending cultural diversity workshops, poverty simulations, or other similar trainings to increase sensitivity to specific needs). As a result, students are able to receive specific feedback that aligns with their individual needs. Additionally, counselor works diligently to understand the student body as a whole and develop programming and services to best meet their needs. This overall knowledge allows students to have an increased level of comfort and will improve the chances of their seeking help from the counselor in the future.

II. ENVIRONMENT

EXAMPLE—MANAGING STUDENT BEHAVIOR

The School Environment—Managing Student Behavior:

The counselor receives a referral from a teacher regarding student behavior. The counselor does informal observation in class for a baseline of behaviors. The counselor meets with the student to discuss problematic behavior and engage in a participatory problem-solving process to generate possible solutions to help the student. Based on this discussion, the counselor works with the student and teacher to devise a behavior contract that is mutually agreeable to all parties. The student meets with the teacher, parents, and the counselor to review and sign the contract and discuss implementation of the behavior plan. The counselor follows up several times with the student, the teacher, and the parents in order to ensure that the contract is being implemented with fidelity. The counselor thoughtfully uses this feedback to make adjustments where necessary. The counselor provides additional resources for both the classroom teacher and the parent.

OBSERVATION DOCUMENT: School Audiologists

PRE-OBSERVATION QUESTIONS	
<ol style="list-style-type: none"> 1. How do you consult, collaborate and communicate with parents, school staff, and healthcare providers in delivering services and the IEP/504 Plan process? 2. What are some of the ways you keep current in your field? 3. How do you determine the type of audiological evaluation that is needed? 4. What is your role in the state mandated hearing screening program? 	
KEY AREAS FOR EVIDENCE	
<ol style="list-style-type: none"> 1. Delivery of Services—Delivery of Professional Services <ul style="list-style-type: none"> • Audiologist provides services to support high expectations for the educational success of all students. • Audiologist uses a variety of materials, methods and strategies to remove barriers to learning and promote active student participation. • Audiologist actively assists in the development and implementation of specialized programs for students and families. 	
<ol style="list-style-type: none"> 2. Delivery of Services—Consultation/Support in the School Environment <ul style="list-style-type: none"> • Audiologist develops highly effective consultative and collaborative relationships that facilitate timely and effective service delivery. • Audiologist provides regular and consistent education, support, and training to students, teachers, parents, and other relevant stakeholders in order to improve student achievement. • Audiologist facilitates the efficient and effective delivery of services to maximize learning. • Audiologist works to create a consistent feedback loop with relevant stakeholders in order to continuously improve the quality and impact of services offered. 	
<ol style="list-style-type: none"> 3. Planning—Service Plans <ul style="list-style-type: none"> • Audiologist consistently implements best practices for specialty area. • Audiologist uses data to develop, plan, and prioritize services/programs in order to meet the specific needs of individual students and the school community as a whole. • Audiologist demonstrates deep knowledge of specialty area within the educational setting. 	
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Audiology evaluation report • Written/electronic communications • Hearing loss PowerPoints for faculty • Planning and scheduling calendars • License/certification 	<ul style="list-style-type: none"> • Record of continuing education in audiology • Phone contact logs • Working files for hearing impaired students • Equipment inventory lists • Sample IEPs/504 Plans

OBSERVATION SUPPORT: School Audiologists

Services may look different for audiologists as they operate in a unique environment. Audiologists regularly consult with a wide variety of students with vastly different needs. Audiologist routines may vary at each school, and as such, the pace and structure of services may differ among school sites.

I. INSTRUCTION

EXAMPLE—DELIVERY OF PROFESSIONAL SERVICES

Instruction—Delivery of Professional Services:

The audiologist collaborates with students, teachers, school staff, and healthcare professionals regarding hearing loss and its impact on learning. He/she monitors and participates in the state mandated hearing screening program. The audiologist maintains clear and concise audiological data and records. He/she implements numerous different strategies for hearing impaired students to access the learning environment. The audiologist actively participates in the development of the IEP or 504 Plan for students with hearing loss and continuously monitors its implementation to ensure that it is driving student achievement. The audiologist provides identification, eligibility determination, and management for students with hearing loss as well as providing and maintaining assistive technology for hearing impaired students.

EXAMPLE—CONSULTATION/SUPPORT IN THE SCHOOL ENVIRONMENT

School Environment—Consultation/Support in the School Environment:

There is evidence that the audiologist consistently communicates with staff, students, parents, and outside agencies regarding issues that may impact learning for the student with auditory difficulties in a professional manner (e.g., noted in a communication log). Information is conveyed in an easy to understand language and is formatted for target audiences (e.g., parents, school staff, outside agencies). The audiologist regularly reviews and writes reports, as well as responds to emails, voicemails, written requests, and verbal requests in a timely and courteous manner. The audiologist continuously develops resource materials for parents and staff regarding hearing loss.

II. PLANNING

EXAMPLE—SERVICE PLANS

Planning—Service Plans:

There is evidence that the audiologist manages facilities, materials, and equipment necessary for the delivery of audiological services. This includes developing and monitoring a state mandated hearing screening program, as well as inventorying and maintaining testing equipment and assistive technologies in an efficient manner. The audiologist develops clear priorities and uses those priorities to create a schedule that makes the best use of audiological time and resources. The audiologist deftly adapts and manages services based on district resources and procedures. The audiologist plans collaboratively with other professionals and regularly reviews outside audiological information in order to develop and implement IEPs/504 Plans that are appropriate for diverse learners.

OBSERVATION DOCUMENT: Speech/Language Pathologists (SLP)

PRE-OBSERVATION QUESTIONS	
<ol style="list-style-type: none"> 1. How do you ensure that therapy sessions or assessment tasks address the individualized needs and/or IEP goals of students, and, if applicable, how do you do so within a heterogeneous group? 2. How do you frame lessons within a broader scope and sequence? 3. How do you construct and manage systems to ensure services are delivered in a responsive and timely manner (e.g., IEPs, evaluations, eligibility requirements, parent/teacher conferences, etc.)? 4. How do you consult, collaborate, and communicate with classroom teachers, other stakeholders, and special education teachers in delivering services and in the IEP process? 5. What are some examples of appropriate materials and activities that you use to augment planned services and what are you doing to evaluate the effectiveness of these materials and activities? 6. How do you use data to develop IEPs and document IEP progress? 7. How does this lesson relate to what is being taught in the general education curriculum? 8. How will this lesson help your students make progress toward the standard? 9. How did you select the materials you are using for this lesson? 10. How are you using prior knowledge in your lesson? 	
KEY AREAS FOR EVIDENCE	
1. Delivery of Services—Delivery of Professional Services	<ul style="list-style-type: none"> • SLP provides services to support high expectations for the educational success of all students. • SLP uses a variety of materials, methods, and strategies that are differentiated based on individual student needs to remove learning barriers and promote active student participation. • SLP actively seeks out opportunities to assist in the development and implementation of specialized programs for students and families.
2. Delivery of Services—Communication	<ul style="list-style-type: none"> • SLP utilizes a balanced mix of communication methods, including but not limited to, graphic, pictorial, cued, signed, written, oral, electronic, etc. that are targeted to specific needs. • SLP consistently asks purposeful and coherent questions and uses feedback to improve the quality and impact of programs and services offered. • SLP actively communicates with students, parents, teachers, and other relevant stakeholders about assessment results, service provision, and/or program goals to ensure that services are meeting the differentiated needs of students and their IEPs.
3. Delivery of Services—Knowledge of Students	<ul style="list-style-type: none"> • SLP uses the one-on-one, small group, diagnostic, or therapeutic setting to gain a deep understanding of students' individual strengths, weaknesses, and needs. • SLP regularly tailors assessment, instruction, and activities to include student interests and cultural heritage in order to increase the level of student interest. • SLP consistently utilizes differentiated strategies to ensure that students' individual needs are being met.
4. Environment—Environment	<ul style="list-style-type: none"> • The workspace is organized, welcoming, and encourages learning. • The workspace is deliberately designed to promote individual and group participation. • Supplies, equipment, and resources are readily accessible and offer numerous opportunities for differentiated learning.
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Progress reports • Eligibility reports • Sample activities/materials and lesson plans • IEPs • Speech/language evaluation reports • Yearly scope and planning calendar 	<ul style="list-style-type: none"> • Disability monitoring standards reference sheet • School team records/referral documentation • IEP data manager (or equivalent) • Needs/skills assessments, surveys, or checklists • Parent contact logs • RTI² documentation

OBSERVATION SUPPORT: Speech/Language Pathologists (SLP)

The evaluator may need to look more broadly at the SLP than other school services personnel, as the SLP is tasked with assessing and/or serving students and stakeholders in a unique setting. SLP routines may vary at each school (e.g., push-in, pull-out, mobile classroom, etc.), and as such, the pace and structure of services may differ among school sites.

I. DELIVERY OF SERVICES

EXAMPLE—DELIVERY OF PROFESSIONAL SERVICES

Delivery of Services—Delivery of Professional Services:

The SLP has a thirty minute session scheduled with a kindergartener with language difficulties. As children at this age are only able to focus on specific tasks for short increments of time, the SLP facilitates a series of several age-appropriate and developmentally appropriate activities targeted at individual student needs. The SLP carefully balances play-based activities (e.g., pretend play) with more structured activities (e.g., flashcards, worksheets, matching tasks, etc.) to ensure the student stays engaged throughout the session. As the session proceeds, the SLP seamlessly inserts several checks for understanding and adjusts further instruction based on level of mastery. At the end of the session, the SLP briefly summarizes the session's activities to further ensure internalization of strategies practiced. The SLP reports results of observations and assessment in a timely manner, giving examples to support understanding. The SLP provides ideas and recommendations to teachers and parents about strategies to support the student in his/her educational program.

EXAMPLE—COMMUNICATION

Delivery of Services—Communication:

After collaborating with relevant stakeholders to develop IEP goals, the SLP provides timely and appropriate feedback to teachers and parents on the student's progress towards IEP goals. The SLP presents the teacher and parent with samples of activities and/or strategies used in the individual sessions and guides them through any questions they may have about implementing these strategies in the classroom or home environment. The SLP communicates with kindness and clarity the results of observations and assessments and makes recommendations to the teacher and parents about strategies which could be used to support the work of the SLP with the student. The SLP actively seeks input from the teacher and parents about historic and current skills, as well as progress they have seen with the student and any stumbling blocks they have encountered. The SLP keeps a clear and detailed record of these communications in a contact log and is able to reference it easily to track discussion and concerns throughout the year.

EXAMPLE—KNOWLEDGE OF STUDENTS

Delivery of Services—Knowledge of Students:

The SLP works with students and other relevant stakeholders to develop specific and differentiated learning goals for each student. Within these goals, the SLP continuously strives to target activities to student interests. For example, if the IEP goal is targeted at working with a student to increase fluency, the SLP may have the student read passages about dinosaurs or another topic of particular interest to that particular student in order to increase the student's overall level of engagement. The SLP uses guidelines for specific populations effectively, including standard error of measurement and information on racial/ethnic differences. The SLP is also able to demonstrate how activities are monitored and adjusted as needed to meet individual student needs. The SLP has a clear way to evaluate if the student is making progress based on the student work products, and the student can clearly articulate how he/she is being evaluated.

II. Environment

EXAMPLE—ENVIRONMENT

Environment—Environment:

The SLP has created an instructional area that is conducive to learning and makes students feel intellectually stimulated and safe to take risks (e.g., there are posters, examples of student work, etc. prominently displayed). The SLP provides a calm and safe environment for assessment of individual students and administers test protocols in a manner that promotes optimum student performance. The SLP works with students to set high expectations, which are clearly displayed in the learning space. These expectations are upheld and reinforced through both verbal and non-verbal communication with teachers, students, and parents. Supplies and materials are clearly labeled and organized, and are easily accessible to students of all ages and ability levels. There are visibly delineated spaces for different types of activities that can be easily identified by students.

OBSERVATION DOCUMENT: School Social Workers (SSW)

PRE-OBSERVATION QUESTIONS	
<ol style="list-style-type: none"> How do you plan your services for the year? How do you use data to inform services? How do you remain involved in developing students' educational plans? How do you communicate expectations and services to students, parents, and faculty? 	
KEY AREAS FOR EVIDENCE	
1. Delivery of Services—Professional Content Knowledge	<ul style="list-style-type: none"> SSW has a comprehensive understanding of available school and community resources. SSW provides clear, consistent, and timely information to students, parents, and faculty regarding available resources (e.g., food bank, clothing, homeless shelters, mental health counseling, free health clinics, etc.). SSW purposefully uses data (e.g., behavior reports, attendance records, free/reduced lunch status, etc.) to determine the needs of students who may require additional support and resources outside of the school setting.
2. Delivery of Services—Service Structure and Pacing	<ul style="list-style-type: none"> Services are strategically targeted to meet the needs of diverse audiences (e.g., students, parents, teachers, etc.). SSW frequently follows up with relevant stakeholders to ensure that they are able to access all necessary services. Pacing and timing provide opportunities for the individual needs of diverse audiences (e.g., students, parents, teachers, etc.). Services are provided in a timely and appropriate manner to limit intrusion on instructional time.
3. School Environment—Managing Student Behavior	<ul style="list-style-type: none"> SSW does the following when working with students directly: <ul style="list-style-type: none"> collaborates with students to establish clear rules for behavior, uses various techniques targeted to individual needs to maintain appropriate behavior, overlooks inconsequential behavior, and attends to disruptions quickly and firmly. When not working with students directly, SSW uses a variety of resources to assist teachers and parents with managing disruptive behavior.
4. School Environment—Environment/Workspace	<ul style="list-style-type: none"> SSW creates a warm and welcoming environment regardless of workspace.* SSW has clearly established organizational structures that allow him/her to effectively and efficiently maintain client caseload regardless of physical space provided (e.g., this could look like a rolling cart with clearly labeled case files, resource information, etc.).
<p><i>*Many SSWs do not have a dedicated workspace at their delivery site.</i></p>	

EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> Behavior contracts Behavior incentive programs Age-appropriate materials Behavior plans Behavior data Community resource contact lists 	<ul style="list-style-type: none"> Planning calendar Schedule Written behavior reports Attendance data Contact logs Pamphlets/handouts about community resources

OBSERVATION SUPPORT: School Social Workers (SSW)

SSWs usually work one-on-one with students and families to make referrals and provide community resources, and as such, consultation meetings may be fluid. Many SSWs work on *behalf* of students rather than directly with students. Therefore, management of student behavior may look different for some SSWs. Many SSWs do not have a dedicated workspace at their delivery site.

I. DELIVERY OF SERVICES

EXAMPLE—PROFESSIONAL CONTENT KNOWLEDGE

Delivery of Services—Professional Content Knowledge:

A teacher refers a student to the SSW concerning the student coming to school in dirty, torn clothes as well as for stealing snacks out of other students' desks. The SSW pulls relevant data to identify any trends before speaking with the student (e.g., attendance records, behavior reports, prior referrals, etc.). The SSW immediately schedules a meeting with the student and asks him to tell her about what is going on at home. The SSW learns that the student lives with only mom who recently lost her job. The student tells the SSW that mom is very sad and doesn't do laundry or grocery shop anymore. The SSW schedules a meeting with mom, during which she creates a comfortable and respectful meeting environment. The SSW gives mom a packet of information with community resources (e.g., free mental health counseling, career counseling, local food bank information, clothing bank information, etc.). The SSW works with mom to develop a plan for next steps and follow up.

EXAMPLE—SERVICE STRUCTURE AND PACING

Designing and Planning Services—Service Structure and Pacing:

The structure and pacing of the services provided by the SSW are timely and directly aligned to the individual needs of students and families. The SSW uses the Early Warning Data System to run regular reports to determine students who may be most at-risk (e.g., discipline reports, attendance reports, course credit/grades, teacher referral forms, etc.). A clear plan is in place for how to address students with multiple warning indicators. The SSW works closely with school administrators, teachers, students, and parents to implement interventions based on data and individual student needs. The SSW has a clear plan for following up with school administrators, teachers, students and parents to assess progress.

II. THE SCHOOL ENVIRONMENT

EXAMPLE—MANAGING STUDENT BEHAVIOR

The School Environment—Managing Student Behavior:

A teacher has referred a student to the SSW due to the increasing number and intensity of angry outbursts by the student. The SSW works with the teacher to schedule times to come in and observe the student in the classroom environment. The SSW also meets with the student to gather more information as to why the student is having a hard time controlling his/her behavior. The SSW works with teacher to identify issues in the classroom environment which may trigger the student's angry outbursts. The SSW also schedules individual sessions to work with the student on healthy strategies for managing behavior and controlling impulsive outbursts. The SSW includes the teacher, student, and parents in creating a behavior plan. The SSW also works with parents to provide information about outside counseling resources which could help the family with the root causes of the impulsive behaviors. Once a behavior plan is in place, the SSW frequently follows up with relevant stakeholders to ensure that it is being implemented with fidelity and is meeting the individual needs of the student. The SSW makes changes to the behavior plan as needed.

EXAMPLE—ENVIRONMENT/WORKSPACE

The School Environment—Environment/Workspace:

The SSW intentionally plans an environment/workspace that is safe and supportive of working with teachers, parents, and students. The workspace has resources easily accessible to teachers, students, and parents. There is a clear routine in place to refer students and/or make an appointment with the SSW.

OBSERVATION DOCUMENT: Vision Specialists

PRE-OBSERVATION QUESTIONS	
<ol style="list-style-type: none"> 1. How do you ensure that vision services address the individualized IEP goals/objectives of students, and how do you do so within a heterogeneous group? How do you frame lessons within a broader scope and sequence? 2. How do you construct and manage systems to ensure that vision services are delivered in a responsive and timely manner (e.g., IEPs, evaluations, eligibility requirements, parent/teacher conferences, etc.)? 3. How do you consult, collaborate, and communicate with classroom teachers, special education teachers, and other stakeholders in delivering services and in the IEP process? 4. What are some examples of appropriate materials and activities that you use to augment planned services and what are you doing to evaluate the effectiveness of these materials and activities? 5. How do you use data to develop IEPs and document IEP progress? 	
KEY AREAS FOR EVIDENCE	
<ol style="list-style-type: none"> 1. Delivery of Services—Delivery of Professional Services <ul style="list-style-type: none"> • Vision specialist provides services to support high expectations for the educational success of all students. • Vision specialist uses a variety of materials, methods, and strategies to remove barriers to learning and promote active student participation. • Vision specialist actively assists in the development and implementation of specialized programs for students, families, and staff. 	
<ol style="list-style-type: none"> 2. Delivery of Services—Communication <ul style="list-style-type: none"> • Vision specialist utilizes a balanced mix of communication methods, including but not limited to, written, oral, electronic, etc. that is targeted to specific student/stakeholder needs. • Vision specialist consistently communicates with stakeholders about service/program goals to ensure progress towards goals and improve the delivery and impact of programs/services. • Vision specialist communicates regularly with others in professional field to ensure that he/she is up-to-date on available resources, strategies, etc. 	
<ol style="list-style-type: none"> 3. Delivery of Services—Knowledge of Students <ul style="list-style-type: none"> • Practices display deep understanding of each student’s individual needs, as demonstrated through the consistent use of differentiated strategies to meet diverse learning goals. • Vision specialist regularly incorporates student interests and cultural heritage into activities/consultations to improve the quality and impact of services provided. 	
<ol style="list-style-type: none"> 4. Environment—Environment <ul style="list-style-type: none"> • Vision specialist creates a warm and welcoming environment regardless of physical workspace. • Vision specialist has clearly established organizational structures that allow him/her to effectively and efficiently maintain caseload regardless of physical space provided (e.g., this could look like a rolling cart with clearly labeled student files, resource information, eye charts, etc.). 	
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Test data • Progress reports • Eligibility reports • Sample activities/materials and lesson plans • IEPs • Vision reports • Professional development for faculty • Parent workshop meetings 	<ul style="list-style-type: none"> • Disability monitoring standards reference sheet • School team records/referral documentation • Communication logs • RTI documentation • Data collection logs • Needs assessments and surveys

OBSERVATION SUPPORT: Vision Specialists

Services may look different for vision specialists because they work one-on-one with students, and as such, they must have a deeper knowledge of their students' individual needs. Vision specialists must be able to effectively facilitate communication between teachers, parents, students, and outside agencies to specifically target IEP goals.

I. DELIVERY OF SERVICES

EXAMPLE—DELIVERY OF PROFESSIONAL SERVICES

Delivery of Services—Delivery of Professional Services:

The vision specialist collaborates with students, teachers, other school staff, and healthcare professionals regarding visual disabilities and their impact on learning. He/she monitors and participates in the state mandated vision screening program and maintains clear and concise data and records on student vision, which are used to make referrals to service providers. The vision specialist implements numerous different strategies to ensure that visually impaired students are able to access the learning environment. The vision specialist actively participates in the development of the IEP or 504 Plan for students with visual disabilities and continuously monitors its implementation to ensure that it is driving student achievement. The vision specialist provides identification, certification, and management for students with visual disabilities and also provides and maintains a list of community vision resources for parents and students.

EXAMPLE—COMMUNICATION

Delivery of Services—Communication:

The vision specialist provides timely and appropriate feedback to teachers and parents on the progress of the IEP goals, as well as consulting with relevant stakeholders to determine if proper actions have been taken to assist visually impaired students. The vision specialist presents the teacher and parent with samples of activities and/or strategies used in the individual sessions and makes recommendations to the teacher and parent on strategies that could be used in the classroom or at home to support the work of the specialist with the student. The vision specialist also communicates with medical personnel as needed to assist with the evaluation process.

EXAMPLE—KNOWLEDGE OF STUDENTS

Delivery of Services—Knowledge of Students:

The vision specialist provides a variety of sample activities used to target specific IEP goals of students. For example, if the IEP goal is targeted at working with a student to increase Braille fluency, the specialist may provide samples of developmentally appropriate student activities that encompass multiple learning styles. The vision specialist is able to show consistent and measurable student progress based on the progression of activities and vision services. The vision specialist is also able to clearly demonstrate how activities are monitored and adjusted as needed to meet individual student needs. The vision specialist has a clear way to evaluate if the student is making progress based on student work products.

II. Environment

EXAMPLE—ENVIRONMENT

Environment—Environment:

Vision specialist provides an environment conducive to learning when working individually with students on IEP goals. This includes multiple different manipulatives and resources that are easily accessible to students. The vision specialist has high expectations for all students that are clearly exhibited in verbal and non-verbal communication with teachers, students, and parents.

OBSERVATION DOCUMENT: School Psychologists

PRE-OBSERVATION QUESTIONS

1. What factors do you take into account when conducting an evaluation?
2. How do you effectively communicate with school staff and parents?
3. What types of evidence do you have to support that you follow state standards and criteria during evaluations? Where is this documented?
4. Describe your role in a consultation session (e.g., data team, behavior planning, school wide analysis, etc.).
5. Walk me through the intervention process and discuss relevant information that is used when making problem solving decisions through intervention tiers leading to a referral and evaluation for special education.

KEY AREAS FOR EVIDENCE

1. Delivery of Service—Standards and Objectives
 - During the pre-referral, referral, and assessment processes, the school psychologist follows prescribed standards by the state and these standards are documented in the evaluation reports.
 - School psychologist uses Tennessee state standards in order to determine eligibility (checklists utilized for completing required testing components).
 - School psychologist's screenings and evaluations are aligned with state standards and national best practice and match referral questions.
 - School psychologist will check for understanding of outcomes evidenced by signatures of agreement on pre-referral and eligibility paperwork by parent and teachers and/or by meeting notes.
 - Expectations for student outcomes will be identified within student plans such as behavior plans (i.e., replacement behaviors, data collection methods, reinforcement schedules), evaluation reports (e.g., CBM data, norm comparisons), data team information (e.g., goal setting, intervention planning), eligibility statements/report summaries.
2. Delivery of Service—Consultation
 - School psychologist shares information regarding disabilities, research, special education process, and interventions with school staff and parents.
 - During team meetings, school psychologist focuses on student needs, data analysis, and intervention recommendations that are research-based.
 - School psychologist works toward building trust by reinforcing implementation of teacher and parent strategies that are effective.
 - School psychologist asks stakeholders for their perspectives, and proposes recommendations respectfully and in appropriate contexts.
 - School psychologist sustains contact with stakeholders to review data on interventions to determine if those interventions are meeting students' needs.
 - School psychologist assists with the development and/or delivery of staff professional development.
3. Delivery of Service—Communication
 - School psychologist communicates information to parents, teachers, and students frequently in way that is understandable to all parties involved.
 - School psychologist asks meaningful questions that garner necessary and helpful information from staff and parents and show interest and desire to help the student.
 - School psychologist provides recommendations which are relevant and presented respectfully with regard to the dignity of the student and parent.
 - School psychologists provide resources for self-learning.

<p>4. Planning of Service—Analysis of Work Products</p> <ul style="list-style-type: none"> • School Psychologist conducts special education evaluations to inform eligibility, service, and programming decisions. • School Psychologist effectively communicates evaluation findings to school staff through written reports and conferences. • School Psychologist conducts evaluations that are appropriate for the student being evaluated. • School Psychologist conducts evaluations that are informative for instructional and/or programming purposes. 	
<p>5. Planning of Service—Evaluation of Services and/or Program</p> <ul style="list-style-type: none"> • School Psychologist contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains. • School Psychologist collects or assists with collection of student data to inform core curriculum and instructional practices. • School Psychologist conducts evaluations of school-wide practices and programs to ensure effectiveness and guide continuous improvements. 	
<p>6. Environment—Respectful Culture</p> <ul style="list-style-type: none"> • School Psychologist effectively engages in consultation and collaboration with school staff, parents, and families in a respectful manner. • School Psychologist works well with others as part of a team (e.g., intervention team, multi-disciplinary team, etc.). • School Psychologist addresses parent and teacher concerns and assists with identifying intervention strategies. • School Psychologist clearly explains data and intervention strategies. • School Psychologist utilizes facilitation and conflict resolution skills and strategies. 	
EXAMPLES OF EVIDENCE/ARTIFACTS	
<ul style="list-style-type: none"> • Psycho-educational Evaluation Reports • Recommendation resources • Behavior Intervention Plans • Evaluation assessment checklists 	<ul style="list-style-type: none"> • Evaluation/Screening logs • Training materials • Re-evaluation packets • Communication logs

OBSERVATION SUPPORT: School Psychologists

The evaluator will need to look more broadly at the school psychologist than the classroom teacher as the school psychologist often serves students in multiple schools and the roles they fulfill vary depending on the needs of each school.

I. DELIVERY OF SERVICES

EXAMPLE—STANDARDS AND OBJECTIVES

Delivery of Services—Standards and Objectives:

The School Psychologist is invited to a referral meeting. The School Psychologist reviews materials and helps the team determine if all pre-referral requirements have been met. If there are areas which still need to be addressed, the School Psychologist is able to identify them based on state standards and provides recommendations to the team. When determining evaluation needs, the School Psychologist refers to Tennessee criteria, and determines appropriate assessments that need to be completed focusing on areas of identified weakness. The School Psychologist ensures all parties understand presented information and are able to provide informed consent.

EXAMPLE—CONSULTATION

Delivery of Services—Consultation:

A School Psychologist is asked to attend a data intervention team meeting as a participant. During the meeting, the School Psychologist provides meaningful input in regards to the student's progress, or lack thereof, and assists the team in making appropriate decisions regarding movement in tiered intervention process. Recommendations are based on RTI² plan requirements and NASP standards for best practice, which are research-based. If more information is needed from the interventionist or teacher, the School Psychologist asks meaningful questions that provide further clarification of the student's needs. Resources and information provided to the team reflect specific grade level and/or student need.

EXAMPLE—COMMUNICATION

Delivery of Services—Communication:

If asked to consult prior to meetings, the School Psychologist communicates with staff and/or parents in a timely manner (via email, phone, or in person) and documents contact attempts appropriately. When providing information to teachers and parents, the School Psychologist does so in a way that is easily understood by all parties. When providing evaluation results, the School Psychologist provides a written copy and verbally explains results to parents and teachers in a professional manner (i.e., verbal and nonverbal language is respectful and addresses concerns presented) that clearly explains evaluation findings following special education evaluation. Discussions reflect awareness of others' feelings and perceptions, elicit questions for clarity, and allow for all parties to address their concerns.

II. PLANNING OF SERVICES

EXAMPLE—ANALYSIS OF WORK PRODUCTS

Planning of Services—Analysis of Work Products:

The School Psychologist receives a referral to conduct a comprehensive psycho-educational evaluation. The School Psychologist determines appropriate assessment tools, which are sensitive to cultural and/or environmental factors and that address the area(s) of concern. The evaluation components meet the state standards for evaluation procedures and are sufficient for determining eligibility for special education services. The evaluation utilizes multiple sources of data that are used to inform instruction. The School Psychologist compiles the evaluation data into a written report and presents the information to the IEP team. The School Psychologist interprets the report and is able to answer questions related to the evaluation. The School Psychologist includes recommendations based on student evaluation data.

EXAMPLE—EVALUATION OF SERVICES AND/OR PROGRAM

Planning of Services—Evaluation of Services and/or Program

The School Psychologist participates in school-wide assessment procedures to collect academic, social-emotional, and/or behavior data through benchmark or universal screenings. The School Psychologist consults with school teams to interpret benchmark data to evaluate the effectiveness of core instruction and identify at-risk students. The School Psychologist consults with school personnel to identify appropriate, targeted interventions for students identified as at-risk. Based on the effectiveness of core instruction or program, the School Psychologist may facilitate suggestions for improved instructional practices. The School Psychologist analyzes progress monitoring and/or behavioral data to evaluate the effectiveness of interventions and consults with school teams on possible changes to interventions.

III. ENVIRONMENT

EXAMPLE—RESPECTFUL CULTURE

Environment—Respectful Culture:

The School Psychologist participates in a student's IEP meeting as part of a multi-disciplinary team. The School Psychologist utilizes active listening strategies to facilitate discussions and to address the concerns of all parties. The School Psychologist encourages participation from all members of the team and treats each member with respect. If a parent or team member becomes upset, the School Psychologist handles the situation calmly and professionally. The School Psychologist limits jargon when interpreting information and ensures understanding from all parties.