

Personnel - Certificated EmployeesCertified - Evaluation Instrument**INTRODUCTION**

Pursuant to Arlington Public Schools Board of Education Policy #4150, this Evaluation Handbook is intended to provide staff with a ready reference to the rules, regulations, and procedures of the Arlington Public Schools Teacher Evaluation Program. A comprehensive evaluation program has two main purposes: (1) to provide opportunities for self-analysis and self-development so that the individual staff member can develop his/her professional skills and performance to the optimum level; and, (2) to provide for a formal systematic evaluation process to maintain a quality education program.

BOARD POLICY STATEMENT

The Board recognizes that the teaching process is an extremely complex one and that the appraisal of this process is a difficult and technical function. Nevertheless, because it is universally accepted that good teaching is the most important element in a sound educational program, appraisals of teachers performance of duty, competence, and professional conduct shall be made (Nebraska School Law 79-843).

Appraisal of teaching service should serve these purposes:

1. To improve the quality of instruction and educational service to the children of our community.
2. To aid the individual teacher to grow professionally.
3. To make personnel decisions.

Evaluation of teacher performance must be a cooperative continuing process designed to improve the quality of instruction. The teacher shares with those who work with him/her the responsibility for development and maintenance of professional standards and attitudes regarding the evaluation process.

All certified staff are involved in the evaluation process. Non-classroom certified staff are also to be evaluated through a cooperative process.

Therefore, the Board delegates to the professional staff the responsibility of developing, organizing, and implementing a system-wide program for evaluating the instructional process.

PHILOSOPHY AND OBJECTIVES**WE BELIEVE THAT:**

The appraisal process should improve the quality of instruction and educational services to the children of our community.

A school system has the responsibility to create a cooperative, working climate which will encourage the individual to improve his/her effectiveness.

Performance appraisal is a continuous, constructive, and cooperative responsibility of both the appraisee and the appraiser.

The appraisee should have the opportunity to use initiative and leadership in helping define his/her goals and selecting the means of their attainment.

The appraisal process should be tailored to the needs of the individual.

Attention should be focused upon specific actions, plans or objectives related to the individual's and the school system's long and short-term goals.

The appraisal process should be a guide for the appraisee and the evaluator in working toward more effective performance and toward a better educational program.

THE SPECIFIC OBJECTIVES OF THE PROGRAM ARE:

1. To focus on the evaluation of performance rather than on the appraisal of personal traits.
2. To identify as early as possible and plan for the kinds of assistance which the appraisee needs most.
3. To plan specific long and short-term goals to bring about improvement.
4. To provide an opportunity for each staff member to assess his/her performance periodically in terms of his/her expectations.
5. To assist the appraisee in gaining a better understanding of the scope of his/her duties.
6. To classify professional performances according to objective, documented evidence into categories: 1 = Meets district standards; 2 = Does not meet district standards.

PROCEDURE

Each year prior to September 1st, the responsible school administrator will communicate to each certified staff member the evaluation procedure to be utilized. To assist teachers in understanding the purpose of teacher evaluation and its relationship to the school district's instructional goals, a copy of the teacher evaluation instrument will be provided to each teacher who will be evaluated.

All summative evaluations will become a permanent part of a teacher's employment record. Classroom observations will be retained by the building principal and are used as a method of determining the summative evaluation of each teacher. The observations indicated in the program are intended as minimum requirements only, and more frequent observations of the classroom teacher may be made at the discretion of the building principal. Teachers will be given copies of all observations used in determining the final teaching appraisal. A copy of the teachers final summative evaluation will also be given to the staff member. Should a teacher's contract be amended, terminated or not renewed, proper notice as required by law will be given.

TEACHER APPRAISAL SYSTEM INTRODUCTORY OUTLINE

A. Two Cycles

1. Clinical Supervision Cycle
2. Professional Growth Cycle

B. Clinical Cycle

1. All probationary staff and tenured staff on Level II.
2. Staff member receives a minimum of two formal observations (at least one per semester), and a post conference.
3. Staff member receives a summative evaluation and conference.

C. Professional Growth Cycle

1. All tenured staff on Level I.
2. One year of professional growth cycle is spent in the observation phase, which includes at least one formal observation and a summative conference.
3. The two alternating years of this cycle are spent in the professional growth phase, which includes a goal, plan of action, and a summative conference.

**ARLINGTON PUBLIC SCHOOLS
TEACHER/STAFF EVALUATION SYSTEM**

EVALUATION OF PROBATIONARY STAFF MEMBERS

Clinical Supervision Cycle

A minimum of two formal observations of each probationary staff member annually. The formal observations and post observation conferences must be completed by December 1 and March 15 of each school year, with at least one evaluation per semester.

An annual summative evaluation conference and document will be completed for each probationary staff member by April 15

At the summative conference the evaluator and staff member will identify areas of strength and areas for improvement.

Teachers completing their probationary status will be notified at the summative conference of their level placement for the following year.

All certified staff members will follow the procedures for the level at which they are placed.

EVALUATION OF TENURED STAFF - LEVEL I

Level I involves a three year alternating plan for professional growth activities. One year will require a formal observation phase and the alternating two years will emphasize the professional growth/improvement cycle. Level I staff members have the probability of the clinical supervision cycle every third year.

An annual summative evaluation conference and form will be completed for each Level I staff member by May 1 of their clinical year.

Formal Observation Phase: A minimum of one formal observation/conference is required during the formal observation phase. Evaluators may initiate additional formal observations at their discretion. All formal observations must be completed by April 1.

Professional Growth Phase: Goals and plans for professional growth will be submitted for evaluation and discussion before September 15. The staff member and evaluator will conference at least twice during the school year to discuss the plan and progress toward achievement.

TENURED STAFF - LEVEL II

When the Level I documentation indicates the staff member's performance does not meet district expectations in any standard, placement at Level II may be initiated.

When a staff member's performance warrants placement at Level II, the evaluator must review all evaluation information collected with the superintendent. If the superintendent concurs with the evaluator's Level II placement the staff member will be notified no later than the summative conference.

Upon placement at Level II the staff member will receive and discuss a professional growth plan which describes deficiencies, specific means for correcting noted deficiencies, suggestions on how to make those changes and an adequate timeline for implementing the concrete suggestions for improvement. Identified deficiencies and/or growth plan will be discussed within two weeks of the observation of such deficiencies. The staff member may respond in writing to the evaluator's observation record within five working days of the notification.

The staff member must receive a minimum of two formal observations during the year of at Level II as described in the Clinical Supervision Cycle.

The staff member will be placed back on Level I on the recommendation of the supervisor.

TENURED STAFF – LEVEL III

The staff member will receive written notice by April 15 that the evaluator is recommending a Level III placement. At this time the evaluator will review with the staff member the reasons for Level III placement.

At this time the staff member may choose to resign from district employment. If the staff member does not wish to pursue this alternative the superintendent will submit a written recommendation of termination to the staff member and to the school board.

TERMS

Clinical Supervision Cycle: A rubric based observation system incorporating the use of pre-observation communication, anecdotal records, lesson analysis and a prescriptive conference.

Professional Growth Cycle: A three year cycle for tenured staff in which one year is spent in observation phase and two alternate years are spent in professional growth phase.

Observation Phase: A year in the Professional Growth Cycle in which the tenured teacher receives at least one formal observation consisting of pre-observation communication, anecdotal records, lesson analysis and a prescriptive conference.

Professional Growth Phase: Alternate years in the Professional Growth Cycle in which the tenured teacher prepares a professional development plan to improve student instruction.

Professional Development Plan: Is an instructional goal and plan of action prepared by the tenured staff member with the input and approval of the evaluator.

District Standards: The domain or category which identifies a teaching area. These are specified by the Rubric and Assessment Benchmarks for Performance. A rating of Not Evident or Basic does not meet district standards. A rating of Proficient or Distinguished meets district standards.

Formal Observation: An entire instructional period of at least 30 consecutive minutes resulting in a written record and including pre and post observation communication.

Informal Observation: An unannounced observation or visitation (walkthrough) for any length of time which may or may not be followed by a conference.

Summative Evaluation: The final evaluation that is completed at the end of the clinical supervision cycle Level I (observation phase) or Level II placement. This summative evaluation is based upon the Rubric and Assessment Benchmarks for Performance.

Level I: A level of placement for tenured teachers who are meeting district standards as measured by the Rubric and Assessment Benchmarks for Performance.

Level II: A level of placement for tenured teachers who are not meeting district standards as measured by the Rubric and Assessment Benchmarks for Performance.

Level III: A level of placement for tenured teachers who are not meeting district standards as measured by the Rubric and Assessment Benchmarks for Performance resulting in a resignation or termination.

TRAINING AND OBSERVATION CRITERIA

- I. All staff members will be evaluated on 1) instructional performance, 2) professional and personal conduct and 3) classroom organization and management.
- II. The district will conduct training sessions for evaluators and staff at the beginning of each school year to review the evaluation process and forms.
- III. All forms (observation, summative, post-observation, etc.) will be devised by the school administrative staff, and will mirror the school's policies and practices.

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
FIRST YEAR PROBATIONARY TEACHER SUMMATIVE EVALUATION

Name _____ Year _____ Assignment _____

Key: N – Not Evident B – Basic P – Proficient D – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Teacher engages in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives stated by the teacher:**

Criteria:

- 1.1 evidence of weekly and daily lesson plans that are complete enough to provide a sound guideline to allow someone else to teach the class;
- 1.2 lesson plans are written clearly and include objectives, materials to be used, assessments to be used, and state or national standards;
- 1.3 teacher reflects on the success or failure of a lesson and uses this information to improve instruction;
- 1.4 submits weekly and daily lesson plans in organized format to building principal.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 2: Teacher understands, enforces, and meets school rules, policies, and procedures as put forth in the student handbook, staff handbook and any update administrative memos or policy statements.**

Criteria:

- 2.1 teacher meets all deadlines;
- 2.2 demonstrates an understanding of and shows an attempt to regularly enforce school rules, policies, procedures and expectations.
- 2.3 never any need to remind of responsibilities defined in Standard 2.

_____ **Standard 3: Teacher engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.**

Criteria:

- 3.1 teacher regularly makes contact with parents or guardians with both positive and negative comments regarding the student;
- 3.2 contacts are preventative in nature (regarding concerns) giving parents or guardians the opportunity to correct behavior or performance before it becomes a serious problem;
- 3.3 teacher can provide evidence of having contacted the majority of parents or guardians of his/her students during the year;
- 3.4 some evidence that teacher provides parents or guardians with information regarding classroom activities and events.

_____ **Standard 4: Teacher attempts to develop a strong, friendly relationship with all of the students in his/her class.**

Criteria:

- 4.1 teacher knows all of his/her students by name and identifies them by name in class;
- 4.2 teacher regularly engages students in friendly conversation and is able to relate to at least one personal, “non-class” bit of information on each student;
- 4.3 students regularly seek to communicate with teacher and regularly initiate communication or seek advice;
- 4.4 problems with students are recognized and an attempt is made to communicate a willingness to talk.

AREA III: CLASSROOM ORGANIZATION AND MANAGEMENT

_____ **Standard 5: Teacher develops and enforces clear-cut set of classroom rules that are intended to provide a sound-learning environment for students. Students are also provided with a clear-cut set of consequences, designed to (a) improve or correct undesirable behavior and (b) develop student responsibility for their actions.**

Criteria:

- 5.1 teacher rarely has to remind students of failure to follow classroom rules and procedures;
- 5.2 evidence that students understand rules and consequences and have participated in their development;
- 5.3 classroom environment is orderly and students show respect for the teacher and the other students in the class.

_____ **Standard 6: Teacher develops classroom procedures that reduce “off task” time, provide for smooth and short transitions, reduce need for rules and promote a sound learning environment.**

Criteria:

- 6.1 rarely does the teacher have to remind a student or the class of a procedure to be used;
- 6.2 students comply with class procedures in an orderly manner;
- 6.3 there is evidence that procedures have been practiced until they are fully understood and complied with by the entire class.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher’s Comments (Optional):

The teacher’s signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher	Date	Signature of Evaluator	Date
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ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
SECOND YEAR PROBATIONARY TEACHER SUMMATIVE EVALUATION

Name _____ Year _____ Assignment _____

Key: N – Not Evident B – Basic P – Proficient D – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Teacher engages in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives stated by the teacher:**

Criteria:

- 1.1 evidence of weekly and daily lesson plans that are complete enough to provide a sound guideline to allow someone else to teach the class;
- 1.2 lesson plans are written clearly and include objectives, materials to be used, assessments to be used and state or national standards;
- 1.3 teacher reflects on the success or failure of a lesson and uses this information to improve instruction;
- 1.4 submits weekly and daily lesson plans in organized format to building principal.

_____ **Standard 2: Teacher develops and produces his/her own instructional materials for class.**

Criteria:

- 2.1 over 50% of the instructional materials used in the classroom are created by or modified by the teacher;
- 2.2 evidence that the teacher attempts to aid learning for students through the creation or modification of instructional materials for students.

_____ **Standard 3: Teacher demonstrates an ability and willingness to match the method, content and desired outcomes of a lesson to individual students.**

Criteria:

- 3.1 teacher makes use of three or more teaching styles on a regular basis;
- 3.2 lessons and outcomes reflect an understanding that there are different abilities and learning styles present in the classroom although there is a tendency to “group” students rather than individualize;
- 3.3 in planning, teacher comes closer to recognizing individual differences by grouping students into smaller groups and basing the group assignments on learning styles rather than rate of learning;

_____ **Standard 4: Teacher makes use of and trains students in the use of collaborative learning techniques.**

Criteria:

- 4.1 evidence that the teacher attempts to group students into collaborative learning teams and tried to teach collaborative learning techniques;
- 4.2 evidence that the materials, groupings, and outcomes are appropriate to collaborative learning in many cases.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 5: Teacher understands, enforces and meets school rules, policies and procedures as put forth in the student handbook, staff handbook and any update administrative memos or policy statements.**

Criteria:

- 5.1 teacher meets all deadlines;
- 5.2 demonstrates an understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations.
- 5.3 never any need to remind of responsibilities defined in Standard 2.

_____ **Standard 6: Teacher engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.**

Criteria:

- 6.1 teacher regularly makes contact with parents or guardians with both positive and negative comments regarding the student;
- 6.2 contacts are preventative in nature (regarding concerns) giving parents or guardians the opportunity to correct behavior or performance before it becomes a serious problem;
- 6.3 teacher can provide evidence of having contacted the majority of parents or guardians of his/her students during the year;
- 6.4 some evidence that teacher provides parents or guardians with information regarding classroom activities and events.

_____ **Standard 7: Teacher attempts to develop a strong, friendly relationship with all of the students in his/her class.**

Criteria:

- 7.1 teacher knows all of his/her students by name and identifies them by name in class;
- 7.2 teacher regularly engages students in friendly conversation and is able to relate to at least one personal, "non-class" bit of information on each student;
- 7.3 students regularly seek to communicate with teacher and regularly initiate communication or seek advice;
- 7.4 problems with students are recognized and an attempt is made to communicate a willingness to talk.

_____ **Standard 8: Teacher actively participates in required professional development program as well as seeking professional growth.**

Criteria:

- 8.1 teacher meets or exceeds the required professional development program requirements;
- 8.2 actively pursues and participates in individual professional growth activities;
- 8.3 makes some use of newly learned teaching concepts in the classroom.

_____ **Standard 9: Teacher demonstrates an involvement (paid and non-paid) in activities that are scheduled outside the normal school day.**

Criteria:

- 9.1 teacher participates in multiple activities outside school hours for which he/she is both paid and unpaid;
- 9.2 activities are normally supervisory in nature.

_____ **Standard 10: Teacher demonstrates a willingness to work with other staff members to improve his/her skills or to improve instruction in general.**

- 10.1 teacher demonstrates a willingness to work with other staff on activities and projects related to improving instruction.

AREA III: CLASSROOM ORGANIZATION AND MANAGEMENT

_____ **Standard 11: Teacher develops and enforces clear-cut set of classroom rules that are intended to provide a sound-learning environment for students. Students are also provided with a clear-cut set of consequences, designed to (a) improve or correct undesirable behavior and (b) develop student responsibility for their actions.**

- 11.1 teacher rarely has to remind students of failure to follow classroom rules and procedures;
- 11.2 evidence that students understand rules and consequences and have participated in their development;
- 11.3 classroom environment is orderly and students show respect for the teacher and the other students in the class.

_____ **Standard 12: Teacher develops classroom procedures that reduce “off task” time, provide for smooth and short transitions, reduce need for rules and promote a sound learning environment.**

- 12.1 rarely does the teacher have to remind a student or the class of a procedure to be used;
- 12.2 students comply with class procedures in an orderly manner;
- 12.3 there is evidence that procedures have been practiced until they are fully understood and complied with by the entire class.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher's Comments (Optional):

The teacher's signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher

Date

Signature of Evaluator

Date

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
THIRD YEAR PROBATIONARY TEACHER AND TENURED TEACHER SUMMATIVE
 EVALUATION

Name _____ Year _____ Assignment _____

Key: N – Not Evident B – Basic P – Proficient D – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Teacher engages in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives stated by the teacher:**

Criteria:

- 1.1 evidence of weekly and daily lesson plans that are complete enough to provide a sound guideline to allow someone else to teach the class;
- 1.2 lesson plans are written clearly and include objectives, materials to be used, assessments to be used and state or national standards;
- 1.3 teacher reflects on the success or failure of a lesson and uses this information to improve instruction;
- 1.4 submits weekly and daily lesson plans in organized format to building principal.

_____ **Standard 2: Teacher develops and produces his/her own instructional materials for class.**

Criteria:

- 2.1 over 50% of the instructional materials used in the classroom are created by or modified by the teacher;
- 2.2 evidence that the teacher attempts to aid learning for students through the creation or modification of instructional materials for students.

_____ **Standard 3: Teacher demonstrates an ability and willingness to match the method, content and desired outcomes of a lesson to individual students.**

Criteria:

- 3.1 teacher makes use of three or more teaching styles on a regular basis;
- 3.2 lessons and outcomes reflect an understanding that there are different abilities and learning styles present in the classroom although there is a tendency to “group” students rather than individualize;
- 3.3 in planning, teacher comes closer to recognizing individual differences by grouping students into smaller groups and basing the group assignments on learning styles rather than rate of learning;

_____ **Standard 4: Teacher makes use of and trains students in the use of collaborative learning techniques.**

Criteria:

- 4.1 evidence that the teacher attempts to group students into collaborative learning teams and tried to teach collaborative learning techniques;
- 4.2 evidence that the materials, groupings, and outcomes are appropriate to collaborative learning in many cases.

_____ **Standard 5: Teacher demonstrates use of a variety of successful teaching styles in all classes taught.**

Criteria:

- 5.1 teacher demonstrates use of a large number of different styles and regularly plans or makes changes in class based on student success or needs;
- 5.2 teacher can explain why a certain style is used in a given situation;
- 5.3 teacher makes good use of class time to allow students to acquire knowledge as a result of experience.

_____ **Standard 6: Teacher demonstrates an expectation of high performance on a set of clear-cut learning goals and teaches to a higher order process.**

Criteria:

- 6.1 teacher sets clear-cut high expectations for students and adheres to them;

- 6.2 he/she teaches to higher order thinking skills and is successful at least one half of the time;
- 6.3 many (at least 1/3) of the students in the class are involved in at least one higher order thinking skill activity during the class period.

_____ **Standard 7: The teacher properly aligns assessment in class to what has been taught and what students have learned. Appropriate assessment tools, including authentic assessments, are used in class.**

Criteria:

- 7.1 teacher uses authentic assessments on a regular basis;
- 7.2 assessments are teacher created and align completely with what has been taught and students are expected to learn;
- 7.3 assessments require students to exhibit the skills they have learned and make use of higher order thinking skills.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 8: Teacher understands, enforces and meets school rules, policies and procedures as put forth in the student handbook, staff handbook and any update administrative memos or policy statements.**

Criteria:

- 8.1 teacher meets all deadlines;
- 8.2 demonstrates an understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations.
- 8.3 never any need to remind of responsibilities defined in Criteria 8.

_____ **Standard 9: Teacher engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.**

Criteria:

- 9.1 teacher regularly makes contact with parents or guardians with both positive and negative comments regarding the student;
- 9.2 contacts are preventative in nature (regarding concerns) giving parents or guardians the opportunity to correct behavior or performance before it becomes a serious problem;

- 9.3 teacher can provide evidence of having contacted the majority of parents or guardians of his/her students during the year;
- 9.4 some evidence that teacher provides parents or guardians with information regarding classroom activities and events.

_____ **Standard 10: Teacher attempts to develop a strong, friendly relationship with all of the students in his/her class.**

Criteria:

- 10.1 teacher knows all of his/her students by name and identifies them by name in class;
- 10.2 teacher regularly engages students in friendly conversation and is able to relate to at least one personal, “non-class” bit of information on each student;
- 10.3 students regularly seek to communicate with teacher and regularly initiate communication or seek advice;
- 10.4 problems with students are recognized and an attempt is made to communicate a willingness to talk.

_____ **Standard 11: Teacher actively participates in required professional development program as well as seeking professional growth.**

Criteria:

- 11.1 teacher meets or exceeds the required professional development program requirements;
- 11.2 actively pursues and participates in individual professional growth activities;
- 11.3 makes some use of newly learned teaching concepts in the classroom.

_____ **Standard 12: Teacher demonstrates an involvement (paid and non-paid) in activities that are scheduled outside the normal school day.**

Criteria:

- 12.1 teacher participates in multiple activities outside school hours for which he/she is both paid and unpaid;
- 12.2 activities are normally supervisory in nature.

_____ **Standard 13: Teacher demonstrates a willingness to work with other staff members to improve his/her skills or to improve instruction in general.**

Criteria:

- 13.1 teacher demonstrates a willingness to work with other staff on activities and projects related to improving instruction.

AREA III: CLASSROOM ORGANIZATION AND MANAGEMENT

_____ **Standard 14: Teacher develops and enforces clear-cut set of classroom rules that are intended to provide a sound-learning environment for students. Students are also provided with a clear-cut set of consequences, designed to (a) improve or correct undesirable behavior and (b) develop student responsibility for their actions.**

Criteria:

- 14.1 teacher rarely has to remind students of failure to follow classroom rules and procedures;
- 14.2 evidence that students understand rules and consequences and have participated in their development;
- 14.3 classroom environment is orderly and students show respect for the teacher and the other students in the class.

_____ **Standard 15: Teacher develops classroom procedures that reduce “off task” time, provide for smooth and short transitions, reduce need for rules and promote a sound learning environment.**

Criteria:

- 15.1 rarely does the teacher have to remind a student or the class of a procedure to be used;
- 15.2 students comply with class procedures in an orderly manner;
- 15.3 there is evidence that procedures have been practiced until they are fully understood and complied with by the entire class.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher's Comments (Optional):

The teacher's signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher

Date

Signature of Evaluator

Date

ARLINGTON PUBLIC SCHOOLS
Rubric Based Evaluation A Developmental Evaluation Program

Prioritizing Teaching Goals for Probationary and Tenured Teachers

Below is the time frame for expectations placed on teacher development through the use of the rubrics. Note that new skills are added each year. First year teachers are basically in a “survival mode,” while second and third year teachers should be expected to become self-evaluative of their skills and what they must do to improve their performance.

First Year	Second Year	Third Year	Beyond Three
<p>First year probationary teachers are expected to work on the following skill areas during the first year.</p> <ul style="list-style-type: none"> • Student control • Basic planning and management • Lesson sequence • Relationships and Communication 	<p>Second year probationary teachers are expected to show a continuing understanding of and proper use of the goals emphasized in the first year of teaching. If one or more of the standards is listed as not meeting district expectations, a Plan of Assistance is in effect.</p> <p>In addition to demonstrating a continuing improvement of first year skills the second year teacher will be expected to add the following skills to their teaching repertoire.</p> <ul style="list-style-type: none"> • Use of materials • Personalization (matching method, content, students, and desired outcomes) • Collaborative learning • Professional development • District, school, and professional contributions 	<p>Third year probationary teachers are expected to demonstrate the proper use of all of the skills developed in the first two years of teaching as well as adding the following skills.</p> <ul style="list-style-type: none"> • Teaching style • Content pedagogy and assessment • Teaching to higher order processes <p>A decision must be made by the end of this school year to either offer the teacher tenure, or to not offer a renewal of contract. These decisions must be based on the results of evaluations, work on Plans of Assistance (if any have been written), and the overall improvement of the teacher.</p>	<p>Teachers offered a tenure contract should continue to improve and demonstrate the skills evaluated in the first three years of teaching.</p>

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
FIRST YEAR PROBATIONARY **MEDIA SPECIALIST**
 SUMMATIVE EVALUATION

NAME _____ YEAR _____

Key: **N** – Not Evident **B** – Basic **P** – Proficient **D** – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Media specialist plans and works collaboratively with classroom teachers to integrate literature, resources, and information literacy skills into the curriculum.**

Criteria:

- 1.1 Utilizes appropriate record of instructional planning with classroom teachers;
- 1.2 Promotes literature;
- 1.3 Assists with instruction and evaluation of cooperatively planned units;
- 1.4 Assists teachers in the selection and utilization of appropriate resources;
- 1.5 Recommends strategies for the integration of resources and technology into instruction.

_____ **Standard 2: Media specialist promotes literature, reading, and intellectual freedom through a variety of activities.**

Criteria:

- 2.1 Schedules events and activities to promote reading;
- 2.2 Provides reader advisory services (i.e. recommendations, composing bibliographies and databases);
- 2.3 Creates displays and/or multimedia to promote reading.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 3: Media specialist understands, enforces, and meets school rules, policies, and procedures as put forth in the student handbook, staff handbook, and any update administrative memos or policy statements.**

Criteria:

- 3.1 Meets all deadlines;
- 3.2 Demonstrates understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 3.3 Never a need to remind of responsibilities defined in Standard 8.

_____ **Standard 4: Media specialist communicates and interacts in a professional manner with the school community.**

Criteria:

- 4.1 Demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons;
- 4.2 Communicates effectively with students, staff, administrators, and parents/patrons.

AREA III: ORGANIZATION AND MANAGEMENT

_____ **Standard 5: Media specialist administers and maintains a center and program that fosters a positive learning environment while maintaining a flexible schedule.**

Criteria:

- 5.1 Maintains an attractive, student-centered media center;
- 5.2 Is aware of instructional and curricular needs of students;
- 5.3 Insures accessibility to the media center and its materials for students and makes provisions for those with special needs.

_____ **Standard 6: Media specialist ensures effective organization and accessibility of the center and resources.**

Criteria:

- 6.1 Maintains the media center database in a manner that promotes effective identification and location of materials;
- 6.2 Catalogs and processes resources purchased for circulation;

- 6.3 Promotes appropriate use of online resources;
- 6.4 Facilitates distance learning resources by managing satellite and cable reception;
- 6.5 Inspects, maintains, and weeds media center resources.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher’s Comments (Optional):

The teacher’s signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher Date

Signature of Evaluator Date

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
SECOND YEAR PROBATIONARY MEDIA SPECIALIST
 SUMMATIVE EVALUATION

NAME _____ YEAR _____

Key: **N** – Not Evident **B** – Basic **P** – Proficient **D** – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Media specialist plans and works collaboratively with classroom teachers to integrate literature, resources, and information literacy skills into the curriculum.**

Criteria:

- 1.1 Utilizes appropriate record of instructional planning with classroom teachers;
- 1.2 Promotes literature;
- 1.3 Assists with instruction and evaluation of cooperatively planned units;
- 1.4 Assists teachers in the selection and utilization of appropriate resources;
- 1.5 Recommends strategies for the integration of resources and technology into instruction.

_____ **Standard 2: Media specialist promotes literature, reading, and intellectual freedom through a variety of activities.**

Criteria:

- 2.1 Schedules events and activities to promote reading;
- 2.2 Provides reader advisory services (i.e. recommendations, composing bibliographies and databases);
- 2.3 Creates displays and/or multimedia to promote reading.

_____ **Standard 3: Media specialist collaborates with teachers and students in production of instructional projects and resources.**

Criteria:

- 3.1 Assists students and staff with production activities;
- 3.2 Provides instruction in production techniques using a variety of formats.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 4: Media specialist understands, enforces, and meets school rules, policies, and procedures as put forth in the student handbook, staff handbook, and any update administrative memos or policy statements.**

Criteria:

- 4.1 Meets all deadlines;
- 4.2 Demonstrates understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 4.3 Never a need to remind of responsibilities defined in Standard 8.

_____ **Standard 5: Media specialist communicates and interacts in a professional manner with the school community.**

Criteria:

- 5.1 Demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons;
- 5.2 Communicates effectively with students, staff, administrators, and parents/patrons.

_____ **Standard 6: Media specialist seeks opportunities to increase professional skills as a media specialist and a professional educator.**

Criteria:

- 6.1 Participates in local workshops and/or opportunities provided by the professional library media organizations and/or educational associations;
- 6.2 Reads professional journals in order to increase awareness of current educational issues.

_____ **Standard 7: Media specialist demonstrates an involvement (paid and non-paid) in activities that are scheduled outside the normal school day.**

Criteria:

- 7.1 Participates in multiple activities outside school hours for which he/she is both paid and unpaid;
- 7.2 Activities are normally supervisory in nature.

_____ **Standard 8: Media specialist demonstrates willingness to work with other staff members to improve his/her skills or improve instruction in general.**

- 8.1 Demonstrates a willingness to work with other staff on activities and projects related to improving instruction.

AREA III: ORGANIZATION AND MANAGEMENT

_____ **Standard 9: Media specialist administers and maintains a center and program that fosters a positive learning environment while maintaining a flexible schedule.**

Criteria:

- 9.1 Maintains an attractive, student-centered media center;
- 9.2 Is aware of instructional and curricular needs of students;
- 9.3 Insures accessibility to the media center and its materials for students and makes provisions for those with special needs

_____ **Standard 10: Media specialist ensures effective organization and accessibility of the center and resources.**

Criteria:

- 10.1 Maintains the media center database in a manner that promotes effective identification and location of materials;
- 10.2 Catalogs and processes resources purchased for circulation;
- 10.3 Promotes appropriate use of online resources;
- 10.4 Facilitates distance-learning resources by managing satellite and cable reception;

10.5 Inspects, maintains, and weeds media center resources.

_____ **Standard 11: Media specialist selects and orders resources consistent with system policies and school curricular needs.**

Criteria:

11.1 Analyzes the media center collection based on curriculum and instructional needs;

11.2 Seeks input for the collection development and uses appropriate selection tools;

11.3 Maintains a consideration file for future purchases;

11.4 Monitors the media center budget;

11.5 Provides assistance with software and hardware evaluation and acquisition;

11.6 Ensures timely submission of completed media center purchase orders.

_____ **Standard 12: Media specialist provides leadership and supervision for media center staff.**

12.1 Assists with interviews and evaluations;

12.2 Ensures proper training;

12.3 Provides ongoing supervision and guidance.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher’s Comments (Optional):

The teacher’s signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher Date

Signature of Evaluator Date

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
THIRD YEAR PROBATIONARY AND TENURED **MEDIA SPECIALIST**
 SUMMATIVE EVALUATION

NAME _____ YEAR _____

Key: **N** – Not Evident **B** – Basic **P** – Proficient **D** – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Media specialist plans and works collaboratively with classroom teachers to integrate literature, resources, and information literacy skills into the curriculum.**

Criteria:

- 1.1 Utilizes appropriate record of instructional planning with classroom teachers;
- 1.2 Promotes literature;
- 1.3 Assists with instruction and evaluation of cooperatively planned units;
- 1.4 Assists teachers in the selection and utilization of appropriate resources;
- 1.5 Recommends strategies for the integration of resources and technology into instruction.

_____ **Standard 2: Media specialist promotes literature, reading, and intellectual freedom through a variety of activities.**

Criteria:

- 2.1 Schedules events and activities to promote reading;
- 2.2 Provides reader advisory services (i.e. recommendations, composing bibliographies and databases);
- 2.3 Creates displays and/or multimedia to promote reading.

_____ **Standard 3: Media specialist collaborates with teachers and students in production of instructional projects and resources.**

Criteria:

- 3.1 Assists students and staff with production activities;
- 3.2 Provides instruction in production techniques using a variety of formats

_____ **Standard 4: Media specialist develops and provides instructional opportunities with information technologies for staff and students.**

- 4.1 Assists students and staff in the access and utilization of resources and new technologies;
- 4.2 Provides orientation for new students and staff as needed;
- 4.3 Promotes awareness of outside resources such as public and college libraries, online services, and community resources;
- 4.4 Disseminates information regarding educational television programming, distance learning opportunities, and other electronic resources.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 5: Media specialist understands, enforces, and meets school rules, policies, and procedures as put forth in the student handbook, staff handbook, and any update administrative memos or policy statements.**

Criteria:

- 5.1 Meets all deadlines;
- 5.2 Demonstrates understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 5.3 Never a need to remind of responsibilities defined in Standard 8.

_____ **Standard 6: Media specialist communicates and interacts in a professional manner with the school community.**

Criteria:

- 6.1 Demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons;
- 6.2 Communicates effectively with students, staff, administrators, and parents/patrons.

_____ **Standard 7: Media specialist seeks opportunities to increase professional skills as a media specialist and a professional educator.**

Criteria:

- 7.1 Participates in local workshops and/or opportunities provided by the professional library media organizations and/or educational associations;
- 7.2 Reads professional journals in order to increase awareness of current educational issues.

_____ **Standard 8: Media specialist demonstrates an involvement (paid and non-paid) in activities that are scheduled outside the normal school day.**

Criteria:

- 8.1 Participates in multiple activities outside school hours for which he/she is both paid and unpaid;
- 8.2 Activities are normally supervisory in nature.

_____ **Standard 9: Media specialist demonstrates willingness to work with other staff members to improve his/her skills or improve instruction in general.**

Criteria:

- 9.1 Demonstrates a willingness to work with other staff on activities and projects related to improving instruction.

AREA III: ORGANIZATION AND MANAGEMENT

_____ **Standard 10: Media specialist administers and maintains a center and program that fosters a positive learning environment while maintaining a flexible schedule.**

Criteria:

- 10.1 Maintains an attractive, student-centered media center;
- 10.2 Is aware of instructional and curricular needs of students;
- 10.3 Insures accessibility to the media center and its materials for students and makes provisions for those with special needs.

_____ **Standard 11: Media specialist ensures effective organization and accessibility of the center and resources.**

Criteria:

- 11.1 Maintains the media center database in a manner that promotes effective identification and location of materials;
- 11.2 Catalogs and processes resources purchased for circulation;
- 11.3 Promotes appropriate use of online resources;
- 11.4 Facilitates distance-learning resources by managing satellite and cable reception;
- 11.5 Inspects, maintains, and weeds media center resources.

_____ **Standard 12: Media specialist selects and orders resources consistent with system policies and school curricular needs.**

Criteria:

- 12.1 Analyzes the media center collection based on curriculum and instructional needs;
- 12.2 Seeks input for the collection development and uses appropriate selection tools;
- 12.3 Maintains a consideration file for future purchases;
- 12.4 Monitors the media center budget;
- 12.5 Provides assistance with software and hardware evaluation and acquisition;
- 12.6 Ensures timely submission of completed media center purchase orders.

_____ **Standard 13: Media specialist provides leadership and supervision for media center staff.**

- 13.1 Assists with interviews and evaluations;
- 13.2 Ensures proper training;
- 13.3 Provides ongoing supervision and guidance.

_____ **Standard 14: Media specialist provides instructional leadership and plans for the use of library media/technology resources and needs as a member of the school technology committee.**

- 14.1 Assists in identifying resources that support the curriculum;
- 14.2 Assists in identifying resources needed for information literacy skills development.

Standard 15: Media specialist leads the media committee in the development, evaluation, and revision of the media plan, policies, procedures, and services of the media program and media center.

- 15.1 Sets short and long term goals for the media services program;
- 15.2 Seeks input from and informs students, staff, and community about the School Library Media Center, its resources, services, program, and activities;
- 15.3 Maintains and uses statistical reports for instructional and budgetary planning;
- 15.4 Coordinates the procedure for challenged materials;
- 15.5 Disseminates current information about copyright law to staff and students as appropriate.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher's Comments (Optional):

The teacher's signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher Date

Signature of Evaluator Date

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
FIRST YEAR PROBATIONARY SPECIAL EDUCATION TEACHER
 SUMMATIVE EVALUATION

NAME _____ YEAR _____

Key: **N** – Not Evident **B** – Basic **P** – Proficient **D** – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Special education teacher engages in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives stated by the teacher.**

Criteria:

- 1.1 Evidence of weekly and daily lesson plans that show objectives, materials to be used and state or national standards;
- 1.2 Teacher reflects on success or failure of lessons and uses this information to improve instruction;
- 1.3 Submits weekly or daily lesson plans in organized format to building principal.

_____ **Standard 2: Special education teacher collaborates with regular educators to make accommodations and modifications as necessary for student success.**

Criteria:

- 2.1 Discusses alternative strategies with classroom teachers;
- 2.2 Consults with classroom teachers concerning long-range goals and objectives for the educational program;
- 2.3 Cooperatively plan appropriate educational materials to implement an individual educational program;
- 2.4 Assist in generating suitable instructional procedures by considering the child's learning style, arrange for instruction, and provide a way of measuring student progress.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 3: Special education teacher understands, enforces, and meets school rules, policies, and procedures as put forth in the student handbook, staff handbook, and any update administrative memos or policy statements.**

Criteria:

- 3.1 Meets all deadlines;
- 3.2 Demonstrates understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 3.3 Never a need to remind of responsibilities defined in Standard 8.

_____ **Standard 4: Special education teacher engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.**

Criteria:

- 4.1 Regularly makes contact with parents or guardians with both positive and negative comments regarding the student.
- 4.2 Contacts are preventative in nature (regarding concerns) giving parents or guardians the opportunity to correct behavior or performance before it becomes a serious problem.

_____ **Standard 5: Special education teacher will complete all necessary paperwork and forms in a timely manner and as outlined by district special education policies and procedures.**

Criteria:

- 5.1 Provide parents or guardians all proper notifications of progress and/or meetings;
- 5.2 Complete all paperwork according to district guidelines to remain in compliance at all times.

AREA III. ORGANIZATION AND MANAGEMENT

_____ **Standard 6: Teacher develops and enforces clear-cut set of classroom rules that are intended to provide a sound-learning environment for students. Students are also provided with a clear-cut set of consequences, designed to (a) improve or correct undesirable behavior and (b) develop student responsibility for their actions.**

Criteria:

- 6.1 Rarely have to remind students of failure to follow classroom rules and procedures;
- 6.2 Evidence the students understand rules and consequences and have participated in their development;
- 6.3 Classroom environment is orderly and students show respect for the teacher and the other students in the class.

_____ **Standard 7: Special education teacher develops classroom procedures that reduce “off task” time, provide for smooth and short transitions, reduce need for rules and promote a sound learning environment.**

- 7.1 Rarely does the teacher have to remind a student or the class of a procedure to be used;
- 7.2 Students comply with class procedures in an orderly manner;
- 7.3 Evidence exists that procedures have been practiced until they are fully understood and complied with by the entire class.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher’s Comments (Optional):

The teacher’s signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher	Date	Signature of Evaluator	Date
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ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
SECOND YEAR PROBATIONARY SPECIAL EDUCATION TEACHER
 SUMMATIVE EVALUATION

NAME _____ YEAR _____

Key: **N** – Not Evident **B** – Basic **P** – Proficient **D** – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Special education teacher engages in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives stated by the teacher.**

Criteria:

- 1.1 Evidence of weekly and daily lesson plans that show objectives, materials to be used and state or national standards;
- 1.2 Teacher reflects on success or failure of lessons and uses this information to improve instruction;
- 1.3 Submits weekly or daily lesson plans in organized format to building principal.

_____ **Standard 2: Special education teacher collaborates with regular educators to make accommodations and modifications as necessary for student success.**

Criteria:

- 2.1 Discusses alternative strategies with classroom teachers;
- 2.2 Consults with classroom teachers concerning long-range goals and objectives for the educational program;
- 2.3 Cooperatively plan appropriate educational materials to implement an individual educational program;
- 2.4 Assist in generating suitable instructional procedures by considering the child's learning style, arrange for instruction, and provide a way of measuring student progress.

_____ **Standard 3: Special education teacher assesses student progress to plan for and implement instruction to ensure student learning:**

Criteria:

- 3.1 Conducts formal and informal diagnostic testing as needed;
- 3.2 Reviews data from group assessment measures.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 4: Special education teacher understands, enforces, and meets school rules, policies, and procedures as put forth in the student handbook, staff handbook, and any update administrative memos or policy statements.**

Criteria:

- 4.1 Meets all deadlines;
- 4.2 Demonstrates understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 4.3 Never a need to remind of responsibilities defined in Standard 8.

_____ **Standard 5: Special education teacher engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.**

Criteria:

- 5.1 Regularly makes contact with parents or guardians with both positive and negative comments regarding the student;
- 5.2 Contacts are preventative in nature (regarding concerns) giving parents or guardians the opportunity to correct behavior or performance before it becomes a serious problem.

_____ **Standard 6: Special education teacher will complete all necessary paperwork and forms in a timely manner and as outlined by district special education policies and procedures.**

Criteria:

- 6.1 Provide parents or guardians all proper notifications of progress and/or meetings;
- 6.2 Complete all paperwork according to district guidelines to remain in compliance at all times.

_____ **Standard 7: Special education teacher actively participates in required professional development program as well as seeking professional growth.**

Criteria:

- 7.1 Meets or exceeds required professional development program requirements;
- 7.2 Actively pursues and participates in individual professional growth activities;
- 7.3 Makes some use of newly learned teaching concepts in the classroom;
- 7.4 Keeps current with changing state and federal laws, regulations, and guidelines.

_____ **Standard 8: Teacher demonstrates an involvement (paid and non-paid) in activities that are scheduled outside the normal school day.**

Criteria:

- 8.1 Participates in multiple activities outside school hours for which he/she is both paid and unpaid;
- 8.2 Activities are normally supervisory in nature.

_____ **Standard 9: Special education teacher demonstrates a willingness to work with other staff members to improve his/her skills or to improve instruction in general.**

Criteria:

- 9.1 Demonstrates a willingness to work with other staff on activities and projects related to improving instruction.

AREA III: ORGANIZATION AND MANAGEMENT

_____ **Standard 10: Teacher develops and enforces clear-cut set of classroom rules that are intended to provide a sound-learning environment for students. Students are also provided with a clear-cut set of consequences, designed to (a) improve or correct undesirable behavior and (b) develop student responsibility for their actions.**

Criteria:

- 10.1 Rarely have to remind students of failure to follow classroom rules and procedures;
- 10.2 Evidence the students understand rules and consequences and have participated in their development;

10.3 Classroom environment is orderly and students show respect for the teacher and the other students in the class.

_____ **Standard 11: Special education teacher develops classroom procedures that reduce “off task” time, provide for smooth and short transitions, reduce need for rules and promote a sound learning environment.**

11.1 Rarely does the teacher have to remind a student or the class of a procedure to be used;

11.2 Students comply with class procedures in an orderly manner;

11.3 Evidence exists that procedures have been practiced until they are fully understood and complied with by the entire class.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher’s Comments (Optional):

The teacher’s signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher Date

Signature of Evaluator Date

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF TEACHING COMPETENCE AND PERFORMANCE
THIRD YEAR PROBATIONARY AND TENURED
SPECIAL EDUCATION TEACHER
 SUMMATIVE EVALUATION

NAME _____ YEAR _____

Key: **N** – Not Evident **B** – Basic **P** – Proficient **D** – Distinguished

Staff members will be rated on each standard. In addition, any criteria that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Special education teacher engages in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives stated by the teacher.**

Criteria:

- 1.1 Evidence of weekly and daily lesson plans that show objectives, materials to be used and state or national standards;
- 1.2 Teacher reflects on success or failure of lessons and uses this information to improve instruction;
- 1.3 Submits weekly or daily lesson plans in organized format to building principal.

_____ **Standard 2: Special education teacher collaborates with regular educators to make accommodations and modifications as necessary for student success.**

Criteria:

- 2.1 Discusses alternative strategies with classroom teachers;
- 2.2 Consults with classroom teachers concerning long-range goals and objectives for the educational program;
- 2.3 Cooperatively plan appropriate educational materials to implement an individual educational program;

- 2.4 Assist in generating suitable instructional procedures by considering the child's learning style, arrange for instruction, and provide a way of measuring student progress.

_____ **Standard 3: Special education teacher assesses student progress to plan for and implement instruction to ensure student learning:**

Criteria:

- 3.1 Conducts formal and informal diagnostic testing as needed;
- 3.2 Reviews data from group assessment measures.

_____ **Standard 4: Special education teacher demonstrates use of a variety of successful teaching styles.**

- 4.1 Demonstrates use of a large number of different styles and regularly plans or makes changes in class based on student needs;
- 4.2 Can explain why a certain style is used in a given situation;
- 4.3 Makes good use of class time to allow students to acquire knowledge as a result of experience.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 5: Special education teacher understands, enforces, and meets school rules, policies, and procedures as put forth in the student handbook, staff handbook, and any update administrative memos or policy statements.**

Criteria:

- 5.1 Meets all deadlines;
- 5.2 Demonstrates understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 5.3 Never a need to remind of responsibilities defined in Standard 8.

_____ **Standard 6: Special education teacher engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.**

Criteria:

- 6.1 Regularly makes contact with parents or guardians with both positive and negative comments regarding the student;
- 6.2 Contacts are preventative in nature (regarding concerns) giving parents or guardians the opportunity to correct behavior or performance before it becomes a serious problem.

_____ **Standard 7: Special education teacher will complete all necessary paperwork and forms in a timely manner and as outlined by district special education policies and procedures.**

Criteria:

- 7.1 Provide parents or guardians all proper notifications of progress and/or meetings;
- 7.2 Complete all paperwork according to district guidelines to remain in compliance at all times.

_____ **Standard 8: Special education teacher actively participates in required professional development program as well as seeking professional growth.**

Criteria:

- 8.1 Meets or exceeds required professional development program requirements;
- 8.2 Actively pursues and participates in individual professional growth activities;
- 8.3 Makes some use of newly learned teaching concepts in the classroom;
- 8.4 Keeps current with changing state and federal laws, regulations, and guidelines.

_____ **Standard 9: Teacher demonstrates an involvement (paid and non-paid) in activities that are scheduled outside the normal school day.**

Criteria:

- 9.1 Participates in multiple activities outside school hours for which he/she is both paid and unpaid;
- 9.2 Activities are normally supervisory in nature.

_____ **Standard 10: Special education teacher demonstrates a willingness to work with other staff members to improve his/her skills or to improve instruction in general.**

Criteria:

- 10.1 Demonstrates a willingness to work with other staff on activities and projects related to improving instruction.

_____ **Standard 11: Special education will demonstrate leadership in implementing the educational program for individual and groups of qualified students.**

Criteria:

- 11.1 Participate with the multidisciplinary team in determining necessary verification;
- 11.2 Participate in staffings by providing pertinent diagnostic data and expertise in special education rules and regulations;
- 11.3 Follow to see that the implementation of the IEP is modified and followed accordingly;
- 11.4 Conduct on-going review and modification of an individual's educational program;
- 11.5 Monitor student progress annually using or reviewing criterion reference tests, behavioral objectives, and/or standardized tests;
- 11.6 Consider placement decisions annually.

_____ **Standard 12: Special education teacher will function as a liaison between school and parents of special education students.**

Criteria:

- 12.1 Involve parents and regular educators in the decision making process;
- 12.2 Explain reasons for decisions to the people affected;
- 12.3 Exhibit openness and humanity in dealing with sensitive issues;
- 12.4 Advocate for special education students with teachers, parents, and others;
- 12.5 Establish avenues of dialog between the school and parents.

AREA III: ORGANIZATION AND MANAGEMENT

_____ **Standard 13: Teacher develops and enforces clear-cut set of classroom rules that are intended to provide a sound-learning environment for students. Students are also provided with a clear-cut set of consequences, designed to (a) improve or correct undesirable behavior and (b) develop student responsibility for their actions.**

Criteria:

- 13.1 Rarely have to remind students of failure to follow classroom rules and procedures;
- 13.2 Evidence the students understand rules and consequences and have participated in their development;
- 13.3 Classroom environment is orderly and students show respect for the teacher and the other students in the class.

_____ **Standard 14: Special education teacher develops classroom procedures that reduce “off task” time, provide for smooth and short transitions, reduce need for rules and promote a sound learning environment.**

- 14.1 Rarely does the teacher have to remind a student or the class of a procedure to be used;
- 14.2 Students comply with class procedures in an orderly manner;
- 14.3 Evidence exists that procedures have been practiced until they are fully understood and complied with by the entire class.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Teacher’s Comments (Optional):

The teacher’s signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Signature of Teacher Date

Signature of Evaluator Date

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF COUNSELOR COMPETENCE AND PERFORMANCE
FIRST YEAR PROBATIONARY COUNSELOR AND TENURED
COUNSELOR
 SUMMATIVE EVALUATION

Name _____ Year _____ Assignment _____

Key: N – Not Evident B – Basic P – Proficient D – Distinguished

Staff members will be rated on each standard. In addition, any criterion that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Counselor engages and/or is in collaboration in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives states by the counselor.**

Criteria:

- 1.1 Evidence of weekly and daily lesson plans that are complete enough to provide a sound guideline to allow someone else to teach the class;
- 1.2 Lesson plans are written clearly and include objectives, materials to be used, assessments to be used and state or national standards as applicable;
- 1.3 Counselor reflects on the success or failure of a lesson and uses this information to improve instruction;
- 1.4 Counselor submits weekly and daily lesson plans in organized format to building principal.

_____ **Standard 2: Counselor communicates high standards and achievement expectations for all students.**

Criteria:

- 2.1 Counselor is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student;
- 2.2 Counselor will provide students with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

_____ **Standard 3: Counselor effectively coordinates student academic records, assuring accuracy, confidentiality, and timely transfer of academic and assessment data as appropriate.**

Criteria:

- 3.1 Counselor maintains accurate and meaningful student records and documentation;
- 3.2 Counselor interprets testing results and other student data accurately to staff, students, and parents;
- 3.2 Counselor conducts non-standardized educational assessments according to professional practices (e.g. classroom observation);
- 3.3 Counselor uses standardized tests and inventories according to published practices and professional standards;
- 3.4 Counselor assures that testing conditions and the administration of standardized tests in the school are appropriate.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 4: Counselor understands, enforces and meets school rules, policies and procedures as put forth in the student handbook, staff handbook and any updated administrative memos or policy statements.**

Criteria:

- 4.1 Counselor meets all deadlines;
- 4.2 Counselor demonstrates an understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 4.3 Counselor never needs any reminder(s) of the responsibilities defined in Standard 8.

_____ **Standard 5: Counselor engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.**

Criteria:

- 5.1 Counselor regularly makes contact with parents or guardians with both positive and negative comments regarding the student;
- 5.2 Counselor contacts are preventative in nature (regarding concerns) giving parents/guardians the opportunity to correct behavior or performance before it becomes a serious problem;

- 5.3 Counselor consults to parents/guardians regarding the educational, career, and personal/social development of students;
- 5.4 Evidence of some kind exists proving that the counselor provides parents/guardians with information regarding classroom activities and events.

_____ **Standard 6: Counselor attempts to develop a strong, friendly relationship with all of the students.**

Criteria:

- 6.1 Counselor is familiar with all of his/her students and attempts to identify them by name;
- 6.2 Counselor advocates for all students;
- 6.3 Counselor communicates effectively with students;
- 6.4 Students regularly seek to communicate with the counselor and regularly initiate communication or seek advice;
- 6.5 Problems with students are recognized and an attempt is made to communicate a willingness to talk;
- 6.6 Counselor keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed.

AREA III: LEARNING ENVIRONMENT

_____ **Standard 7: Counselor maintains appropriate standards of behavior, mutual respect, and safety.**

Criteria:

- 7.1 Counselor respects the student's values and beliefs and does not impose the counselor's personal values;
- 7.2 Counselor provides opportunities for student involvement in the learning process;

_____ **Standard 8: Counselor provides a safe, welcoming setting in which students may present and discuss their academic needs and concerns.**

Criteria:

- 8.1 Counselor demonstrates a commitment to a personal and professional code of ethics;
- 8.2 Counselor provides individual counseling in a confidential setting.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Counselor's Comments (Optional):

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF COUNSELOR COMPETENCE AND PERFORMANCE
SECOND YEAR PROBATIONARY AND TENURED
COUNSELOR
 SUMMATIVE EVALUATION

Name _____ Year _____ Assignment _____

Key: N – Not Evident B – Basic P – Proficient D – Distinguished

Staff members will be rated on each standard. In addition, any criterion that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Counselor engages and/or is in collaboration in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives states by the counselor.**

Criteria:

- 1.1 Evidence of weekly and daily lesson plans that are complete enough to provide a sound guideline to allow someone else to teach the class;
- 1.2 Lesson plans are written clearly and include objectives, materials to be used, assessments to be used and state or national standards as applicable;
- 1.3 Counselor reflects on the success or failure of a lesson and uses this information to improve instruction;
- 1.4 Counselor submits weekly and daily lesson plans in organized format to building principal.

_____ **Standard 2: Counselor communicates high standards and achievement expectations for all students.**

Criteria:

- 2.1 Counselor is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student;
- 2.2 Counselor will provide students with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

_____ **Standard 3: Counselor develops and implements an effective school-based guidance curriculum and program that meets school and students' goals and objectives.**

Criteria:

- 3.1 Counselor organizes the counseling program by assessing needs, setting goals, and formulating a plan of action and program evaluation;
- 3.2 Counselor initiates and coordinates school-wide guidance and counseling activities;
- 3.3 Counselor manages time effectively and provides services on schedule;
- 3.4 Counselor maintains an organized, functional, and up-to-date office/counseling center;
- 3.5 Counselor seeks input from teachers and staff in making decisions about the school counseling program.

_____ **Standard 4: Counselor provides effective and timely direct services to students including course scheduling, academic and vocational advising, post secondary planning, and follow-up services.**

Criteria:

- 4.1 Counselor plans and implements the registration process;
- 4.2 Counselor develops and maintains students' individual four-year plans;
- 4.3 Counselor registers students in courses commensurate with their needs;
- 4.4 Counselor demonstrates knowledge of counseling theories by selecting appropriate models and techniques for individual and group counseling;
- 4.5 Counselor uses appropriate counseling processes and techniques for individual and group sessions;
- 4.6 Counselor follows up individual and group counseling to monitor student progress.

_____ **Standard 5: Counselor effectively coordinates student academic records, assuring accuracy, confidentiality, and timely transfer of academic and assessment data as appropriate.**

Criteria:

- 5.1 Counselor maintains accurate and meaningful student records and documentation;

- 5.2 Counselor interprets testing results and other student data accurately to staff, students, and parents;
- 5.2 Counselor conducts non-standardized educational assessments according to professional practices (e.g. classroom observation);
- 5.3 Counselor uses standardized tests and inventories according to published practices and professional standards;
- 5.4 Counselor assures that testing conditions and the administration of standardized tests in the school are appropriate.

Standard 6: Counselor facilitates new student integration into the school environment, and students' successful transition from one level of education to the next.

Criteria:

- 6.1 Counselor will provide information and activities to students and parents that will assist them in making the transition from one educational level to the next (i.e. elementary to middle school).

AREA II: PROFESSIONAL CONDUCT

Standard 7: Counselor understands, enforces and meets school rules, policies and procedures as put forth in the student handbook, staff handbook and any updated administrative memos or policy statements.

Criteria:

- 7.1 Counselor meets all deadlines;
- 7.2 Counselor demonstrates an understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 7.3 Counselor never needs any reminder(s) of the responsibilities defined in Standard 8.

Standard 8: Counselor engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.

Criteria:

- 8.1 Counselor regularly makes contact with parents or guardians with both positive and negative comments regarding the student;
- 8.2 Counselor contacts are preventative in nature (regarding concerns) giving parents/guardians the opportunity to correct behavior or performance before it becomes a serious problem;
- 8.3 Counselor consults to parents/guardians regarding the educational, career, and personal/social development of students;
- 8.4 Evidence of some kind exists proving that the counselor provides parents/guardians with information regarding classroom activities and events.

Standard 9: Counselor attempts to develop a strong, friendly relationship with all of the students.

Criteria:

- 9.1 Counselor is familiar with all of his/her students and attempts to identify them by name;
- 9.2 Counselor advocates for all students;
- 9.3 Counselor communicates effectively with students;
- 9.4 Students regularly seek to communicate with the counselor and regularly initiate communication or seek advice;
- 9.5 Problems with students are recognized and an attempt is made to communicate a willingness to talk;
- 9.6 Counselor keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed.

Standard 10: Counselor actively participates in required professional development program as well as seeking professional growth.

Criteria:

- 10.1 Counselor meets or exceeds the required professional development program requirements;
- 10.2 Counselor actively pursues and participates in individual profession growth activities;

- 10.3 Counselor keeps abreast of professional information in counseling and utilizes new practices and techniques when applicable.

_____ **Standard 11: Counselor demonstrates an involvement (paid and non-paid) in activities that are scheduled outside the normal school day.**

Criteria:

- 11.1 Counselor participates in multiple activities outside school hours for which he/she is both paid and unpaid;

- 11.2 Activities are normally supervisory in nature.

_____ **Standard 12: Counselor demonstrates a willingness to work with other staff members to improve his/her skills or to improve instruction in general.**

Criteria:

- 12.1 Counselor demonstrates a willingness to work with other staff on activities and projects related to improving instruction.

AREA III: LEARNING ENVIRONMENT

_____ **Standard 13: Counselor maintains appropriate standards of behavior, mutual respect, and safety.**

Criteria:

- 13.1 Counselor respects the student's values and beliefs and does not impose the counselor's personal values;

- 13.2 Counselor provides opportunities for student involvement in the learning process;

_____ **Standard 14: Counselor provides a safe, welcoming setting in which students may present and discuss their academic needs and concerns.**

Criteria:

- 14.1 Counselor demonstrates a commitment to a personal and professional code of ethics;

- 14.2 Counselor provides individual counseling in a confidential setting.

_____ **Standard 15: Counselor promotes confidence and perseverance in students to stimulate increased personal responsibility for achieving the goals of the curriculum.**

Criteria:

- 15.1 Counselor is aware of each student’s ability level and actively encourages students to strive to achieve at a higher level;
- 15.2 Counselor assists teachers and students with the integrations of guidance activities into the curriculum.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Counselor’s Comments (Optional):

The counselor’s signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Counselor Signature

Date

Signature of Evaluator

Date

ARLINGTON PUBLIC SCHOOLS

ASSESSMENT OF COUNSELOR COMPETENCE AND PERFORMANCE
THIRD YEAR PROBATIONARY AND TENURED
COUNSELOR
 SUMMATIVE EVALUATION

Name _____ Year _____ Assignment _____

Key: N – Not Evident B – Basic P – Proficient D – Distinguished

Staff members will be rated on each standard. In addition, any criterion that does not meet district standards will be identified. Any rating less than Proficient **does not meet** district standards and the appropriate criteria will be marked.

AREA I: INSTRUCTIONAL PERFORMANCE

_____ **Standard 1: Counselor engages and/or is in collaboration in weekly and daily lesson planning that provides a structure for student learning. Lessons are designed to provide students with the understanding they need to meet the objectives states by the counselor.**

Criteria:

- 1.1 Evidence of weekly and daily lesson plans that are complete enough to provide a sound guideline to allow someone else to teach the class;
- 1.2 Lesson plans are written clearly and include objectives, materials to be used, assessments to be used and state or national standards as applicable;
- 1.3 Counselor reflects on the success or failure of a lesson and uses this information to improve instruction;
- 1.4 Counselor submits weekly and daily lesson plans in organized format to building principal.

_____ **Standard 2: Counselor communicates high standards and achievement expectations for all students.**

Criteria:

- 2.1 Counselor is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student;
- 2.2 Counselor will provide students with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

_____ **Standard 3: Counselor develops and implements an effective school-based guidance curriculum and program that meets school and students' goals and objectives.**

Criteria:

- 3.1 Counselor organizes the counseling program by assessing needs, setting goals, and formulating a plan of action and program evaluation;
- 3.2 Counselor initiates and coordinates school-wide guidance and counseling activities;
- 3.3 Counselor manages time effectively and provides services on schedule;
- 3.4 Counselor maintains an organized, functional, and up-to-date office/counseling center;
- 3.5 Counselor seeks input from teachers and staff in making decisions about the school counseling program.

_____ **Standard 4: Counselor provides effective and timely direct services to students including course scheduling, academic and vocational advising, post secondary planning, and follow-up services.**

Criteria:

- 4.1 Counselor plans and implements the registration process;
- 4.2 Counselor develops and maintains students' individual four-year plans;
- 4.3 Counselor registers students in courses commensurate with their needs;
- 4.4 Counselor demonstrates knowledge of counseling theories by selecting appropriate models and techniques for individual and group counseling;
- 4.5 Counselor uses appropriate counseling processes and techniques for individual and group sessions;
- 4.6 Counselor follows up individual and group counseling to monitor student progress.

_____ **Standard 5: Counselor effectively coordinates student academic records, assuring accuracy, confidentiality, and timely transfer of academic and assessment data as appropriate.**

Criteria:

- 5.1 Counselor maintains accurate and meaningful student records and documentation;

- 5.2 Counselor interprets testing results and other student data accurately to staff, students, and parents;
- 5.2 Counselor conducts non-standardized educational assessments according to professional practices (e.g. classroom observation);
- 5.3 Counselor uses standardized tests and inventories according to published practices and professional standards;
- 5.4 Counselor assures that testing conditions and the administration of standardized tests in the school are appropriate.

Standard 6: Counselor facilitates new student integration into the school environment, and students' successful transition from one level of education to the next.

Criteria:

- 6.1 Counselor will provide information and activities to students and parents that will assist them in making the transition from one educational level to the next (i.e. elementary to middle school).

Standard 7: Counselor provides relevant and timely information, orientation sessions, and workshops regarding the guidance program and post secondary planning.

Criteria:

- 7.1 Counselor provides information, activities, and experiences for students to develop career-related goals;
- 7.2 Counselor guides students and parents in their secondary planning through the development of educational and career plans, financial planning workshops, and new student orientation;

Standard 8: Counselor consults and collaborates with colleagues in the testing and screening of students for programs.

Criteria:

- 8.1 Counselor assists in early identification of students with special needs;
- 8.2 Counselor assists teachers and parents in interpreting student appraisal data;
- 8.3 Counselor maintains follow-up and consultant procedures on students after referral for programs.

- 8.4 Counselor shares student information with staff within the limits of confidentiality;
- 8.5 Counselor responds promptly with requests for information;
- 8.6 Counselor establishes effective professional relationships and consults with staff.

_____ **Standard 9: Counselor evaluates, tries innovative approaches, and refines guidance strategies, including use of technologies, to improve service delivery.**

Criteria:

- 9.1 Counselor demonstrates knowledge of consulting processes and techniques with student, parents, teachers, and administrators;
- 9.2 Counselor utilizes varied guidance techniques to enhance student learning;
- 9.3 Counselor will take responsible steps to protect students and others from harm when utilizing technology
- 9.4 Counselor employs effective individual counseling strategies to facilitate attitude and behavior changes;
- 9.5 Counselor uses support staff effectively.

AREA II: PROFESSIONAL CONDUCT

_____ **Standard 10: Counselor understands, enforces and meets school rules, policies and procedures as put forth in the student handbook, staff handbook and any updated administrative memos or policy statements.**

Criteria:

- 10.1 Counselor meets all deadlines;
- 10.2 Counselor demonstrates an understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations;
- 10.3 Counselor never needs any reminder(s) of the responsibilities defined in Standard 8.

_____ **Standard 11: Counselor engages in regular and ongoing contacts with parents or guardians of students. The nature of the contacts is to provide the parents or guardians with positive as well as negative feedback regarding the performance of their son/daughter.**

Criteria:

- 11.1 Counselor regularly makes contact with parents or guardians with both positive and negative comments regarding the student;

- 11.2 Counselor contacts are preventative in nature (regarding concerns) giving parents/guardians the opportunity to correct behavior or performance before it becomes a serious problem;
- 11.3 Counselor consults to parents/guardians regarding the educational, career, and personal/social development of students;
- 11.4 Evidence of some kind exists proving that the counselor provides parents/guardians with information regarding classroom activities and events.

Standard 12: Counselor attempts to develop a strong, friendly relationship with all of the students.

Criteria:

- 12.1 Counselor is familiar with all of his/her students and attempts to identify them by name;
- 12.2 Counselor advocates for all students;
- 12.3 Counselor communicates effectively with students;
- 12.4 Students regularly seek to communicate with the counselor and regularly initiate communication or seek advice;
- 12.5 Problems with students are recognized and an attempt is made to communicate a willingness to talk;
- 12.6 Counselor keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed.

Standard 13: Counselor actively participates in required professional development program as well as seeking professional growth.

Criteria:

- 13.1 Counselor meets or exceeds the required professional development program requirements;
- 13.2 Counselor actively pursues and participates in individual profession growth activities;
- 13.3 Counselor keeps abreast of professional information in counseling and utilizes new practices and techniques when applicable.

_____ **Standard 14: Counselor demonstrates an involvement (paid and non-paid) in activities that are scheduled outside the normal school day.**

Criteria:

- 14.1 Counselor participates in multiple activities outside school hours for which he/she is both paid and unpaid;
- 14.2 Activities are normally supervisory in nature.

_____ **Standard 15: Counselor demonstrates a willingness to work with other staff members to improve his/her skills or to improve instruction in general.**

Criteria:

- 15.1 Counselor demonstrates a willingness to work with other staff on activities and projects related to improving instruction.

AREA III: LEARNING ENVIRONMENT

_____ **Standard 16: Counselor maintains appropriate standards of behavior, mutual respect, and safety.**

Criteria:

- 16.1 Counselor respects the student's values and beliefs and does not impose the counselor's personal values;
- 16.2 Counselor provides opportunities for student involvement in the learning process;

_____ **Standard 17: Counselor provides a safe, welcoming setting in which students may present and discuss their academic needs and concerns.**

Criteria:

- 17.1 Counselor demonstrates a commitment to a personal and professional code of ethics;
- 17.2 Counselor provides individual counseling in a confidential setting.

_____ **Standard 18: Counselor promotes confidence and perseverance in students to stimulate increased personal responsibility for achieving the goals of the curriculum.**

Criteria:

- 18.1 Counselor is aware of each student's ability level and actively encourages students to strive to achieve at a higher level;

18.2 Counselor assists teachers and students with the integrations of guidance activities into the curriculum.

_____ **Standard 19: Counselor demonstrates appreciation for and sensitivity to the diversity among individuals especially in regards to race, gender, ethnicity, class and student learning style/physical needs.**

Criteria:

19.1 Counselor appraises the characteristics of individual students, describes the needs and potentialities of individuals, and identifies individual differences;

19.2 Counselor assists students, teachers, and parents in understanding and responding to individual diversity as well developmental levels of students.

This summative appraisal is based on the following visits, observations, and/or conferences, as well as other informal observations or conferences:

Counselor’s Comments (Optional):

The counselor’s signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Counselor Signature Date Signature of Evaluator Date

The counselor’s signature indicates that he/she has seen this evaluation, had the opportunity to discuss it with the evaluator, and has been given a copy. It does not necessarily imply agreement with the contents.

Counselor Signature Date Signature of Evaluator Date

Date of Adoption: July 12, 2010 and August 9, 2010
Reviewed: February 8, 2016; February 11, 2019; February 14, 2022