APPR

Supplement C

Specialized Services (School Psychologists, Counselors, Social Workers, Librarians)and Lead Teacher Rubrics

Frameworks for Specialized Services and Lead Teachers

The Framework for Teaching is just that----a framework for teaching; it is not a framework of school psychologists, counselors, social workers, or librarians. Although their responsibilities typically include some teaching, these educators engage in other important activities as well. Therefore, although specialized service providers are included in the teacher's bargaining unit and are, in that sense, considered teachers, their positions are essentially different from those of teachers and must be described separately. Although school librarians, psychologists, counselors and social workers work with students, they do so as part of a larger program that also includes coordinating their work with colleagues and outside agencies to an extent that is not essential for classroom teachers.

Lead Teacher positions (not including mentors) involve many responsibilities in addition to that of teaching students.   The District Lead Teachers (math, science, ELA, social studies, Foreign Language, etc.) work as instructional coaches whose principal "clients" are other teachers. These are teachers with expertise in a particular curricular area or in specific instructional techniques that are deemed of value for the entire district. Some lead teachers focus on a specific area of teaching; others range more widely, assisting teachers in, for example, instructional planning, classroom-based assessment, or the implementation of differentiated instruction. Some of the responsibilities of Lead Teachers include the following: model lessons to demonstrate techniques, present workshops to groups of teachers, meet with teachers individually or in groups to plan and reflect on lessons. Their aim is to promote improved practice among teachers.
Currently the Rochester City School District has subject area lead teachers in the following areas: ELA, Math, Science, Social Studies, Foreign Language, Academic Intervention Support (AIS), School Wide Positive Behavior Support (SWPBS), and Special Education Student Information System (SESIS).

The rubrics included in this supplement are adapted from *Enhancing Professional Practice: A Framework for Teaching (2nd Edition)* by Charlotte Danielson.

School Psychologist Evaluation Rubric

Domain 1: Planning and Preparation	Ineffective	Developing	Effective	Highly Effective
1a. Demonstrates knowledge and skill in using psychological instruments to evaluate students.	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students without consideration of referral question or cultural relevance and reports scores with minimal or limited interpretation for teachers and parents.	Psychologist uses a limited number of psychological instruments to evaluate students. Psychologist attempts to answer parent or teacher questions accurately – and seeks out information if uncertain. Psychologist provides additional information beyond scores, ranges, and percentiles when describing student performance.	Psychologist uses multiple psychological instruments to evaluate students and determine accurate diagnoses based on student strengths and cultural background and verbalizes rationale for selecting specific testing instruments. Psychologist is able to provide practical interpretation to teachers and parents regarding assessment results.	Psychologist uses a wide range of psychological instruments to evaluate students and knows proper situations in which each should be used to provide practical interpretation to teachers and parents regarding assessment results.
1b. Demonstrates knowledge of child and adolescent development and psychopathology.	Psychologist shows little or no knowledge of child and adolescent development and psychopathology with limited knowledge of effective interventions.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist exhibits thorough knowledge of child and adolescent development and psychopathology. Psychologist can access information pertaining to classroom intervention approaches to address these areas.	Psychologist applies extensive knowledge of typical child development, psychopathology and corresponding interventions for the classroom.
1c. Demonstrates knowledge of state and federal regulations and resources within and beyond the school and district.	Psychologist shows little or no knowledge of governmental regulations or of resources for students available through the school or district. Psychologist has limited knowledge of district and community resources.	Psychologist participates in departmentally or district mandated professional development in order to become familiar with new policies and procedures. Psychologist researches and/or connects with available district and community resources when specifically asked to do so.	Psychologist is aware of state and federal regulations and of resources for students available through the school or district and has some familiarity with resources external to the district. Psychologist provides this information to others in order to connect families and students to supports.	Psychologist's knowledge of governmental regulations and of resources for students is extensive including those available through the school or district and in the community.
1d. Plans to meet the needs of general and special education students.	Psychologist has limited knowledge of continuum of services. Psychologist works only on referrals to special education.	Psychologist is developing knowledge related to the continuum of services. Psychologist's plan includes some worthwhile activities but others don't fit with broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1e. Establishes goals for the psychology program appropriate to the setting and the students served.	Psychologist has no clear goals for the psychology program or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situations in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents and colleagues.

Domain 2: The Environment	Ineffective	Developing	Effective	Highly Effective
2a. Establishes rapport with students	Psychologist engages in negative interactions with students that often include punishments and negative consequences. Students appear uncomfortable in the testing environment.	Psychologist's interactions with students are a mixture of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship. Psychologist can be called upon when a student cannot be reached by other staff members.
2b. Establishes a culture in the school for positive mental health of the students and staff	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among or between students or teachers.	Psychologist's attempt to promote a culture throughout the school for positive mental health in the school among students and teachers is partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	Psychologist facilitates workshops with themes of mental health and well-being. Colleagues and students, while guided by the psychologist, maintain the culture in the school for positive mental health among students and teachers.
2c. Establishes and maintains clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. Psychologist makes staff and parents aware of the pre-referral process.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d. Demonstrates flexibility and responsiveness to meet the needs of students and their families	Psychologist does not respond to student and family inquires and is not available for consultation and guidance.	Psychologist attempts to monitor and correct negative student behavior. Communication with the family is intermittent using inadequate avenues.	Psychologist is readily and easily accessible. Family is kept consistently informed.	Psychologist encourages communication with parents and students on a regular basis. The psychologist often provides guidance and insight while using a multitude of communication devices.
2e. Establishes standards of conduct in the testing environment	Standards of conduct have not been established. Psychologist fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are only partially successful.	Standards of conduct have been established. Psychologist monitors student behavior with standards of conduct; response to students is appropriate and respectful.	Standards of conduct have been established. Psychologist's monitoring of students is subtle and preventive and students engage in self-monitoring of behavior.

Domain 3: Delivery of Services	Ineffective	Developing	Effective	Highly Effective
3a. Consults with colleagues and parents in responding to referrals	Psychologist fails to consult with colleagues.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues to concerns identified in the classroom and tailors evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing detailed insights to questions raised in the referrals and concerns identified in the classroom.
3b. Evaluates student needs in compliance with National Association of School Psychologists guidelines	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, assessments that are most appropriate to the referral, questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural and safeguards.
3c. Facilitates and participates in team meetings.	Psychologist does not work effectively with a team, does not show initiative, and fails to develop plans that are suitable to student needs.	Psychologist does not always work effectively with a team, and student plans partially meet identified needs.	Psychologist works effectively with a team to develop suitable plans for students that are aligned with identified needs. Prepares detailed IEPs.	Psychologist takes initiative in assembling materials for meetings. IEPS are prepared in an exemplary manner.
3d. Completes thorough interpretation and reports in a timely manner	Psychologist resists making thorough interpretations and does not generate implications for learning or follow establish procedural timelines for reports.	Psychologist attempts to provide information regarding interpretation of reports, but does not always follow established procedural timelines.	Psychologist makes interpretations, generates implications for learning, and complies with procedures regarding reports.	Psychologist makes thorough interpretations, generates relevant implications for learning, and complies with procedural timelines for reports.
3e. Engages in the CSE process	Psychologist declines to assume a role in the development of students' IEPs and in the overall CSE process.	Psychologist works with a team in developing students' IEPs when directed to do so, and prepares adequate IEPs.	Psychologist works with a team in developing students' IEPs and provides insights during CSE meetings.	Psychologist works effectively with a team in developing students' IEPs and provides valuable insights during CSE meetings.
3f. Maintains contact between school community and mental health resources.	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers	Psychologist maintains ongoing contact with physicians and community mental health service providers, as needed.	Psychologist maintains ongoing contact with physicians and community mental health service providers, and initiates contacts, when needed.

Domain 4: Professional Responsibilities	Ineffective	Developing	Effective	Highly Effective
4a. Reflecting on Practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the practice might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific positive and negative characteristics. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b. Communicating with Families & Soliciting Family Involvement	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust and bridge the home and school environments.
4c. Maintaining Accurate Records	Psychologist's records/reports are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records/reports are accurate and legible and are stored in a secure location.	Psychologist's records/reports are accurate and legible, well organized, and stored in a secure location.	Psychologist's records/reports are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to their intended audience.
4d. Participating in a Professional Community	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and/or district events or projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and/or district events and projects when specifically requested.	Psychologist participates actively in school and/or district events and projects and maintains positive and productive relationships with colleagues. Participates in local, state, or national organizations.	Psychologist makes a substantial contribution to school and/or district events and projects and assumes leadership with colleagues. Participates in local, state, or national organizations.
4e. Engaging in Professional Development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities, and enhanced knowledge is reflected in day to day practice. This could include such activities as presenting to school or district staff.
4f. Showing Professionalism	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Social Worker Evaluation Rubric

Domain 1: Planning and Preparation	Ineffective	Developing	Effective	Highly Effective
1a. Demonstrates knowledge of the principles of Social Work practice.	Social Worker demonstrates little or no knowledge of Social Work principles and methods of practice.	Social Worker demonstrates basic knowledge of Social Work principles and methods of practice.	Social Worker demonstrates thorough knowledge of Social Work principles and methods of practice.	Social Worker demonstrates extensive knowledge of Social Work principles and methods of practice, and shares this knowledge with other professionals.
1b. Demonstrates planning for school social work needs	Social Worker is primarily reactive with few measures of impact.	Social Worker reviews relevant biopsychosocial data including health history, educational and family history, and intervention record.	Social Worker shares assessment information and uses the information to help design appropriate interventions.	Social Worker develops a written social plan based on school social work needs and collaboratively implements the plan.
1c. Demonstrates knowledge of Federal and State law and regulations, district policy and procedures related to students and families.	Social Worker demonstrates little or no knowledge of Federal or State law and regulations, district policy or procedures.	Social Worker demonstrates basic knowledge of Federal and State regulations, district policy and procedures.	Social Worker demonstrates thorough knowledge of Federal and State law and regulations, district policy and procedures.	Social Worker demonstrates extensive knowledge of Federal and State law and regulations, district policy, and procedures, and applies this knowledge when providing services to students and families.
1d. Demonstrates knowledge of school and community resources available to assist students and families.	Social Worker demonstrates little or no knowledge of school and community resources available to assist students and families.	Social Worker demonstrates basic knowledge of school and community resources available to assist students and families.	Social Worker demonstrates thorough knowledge of school and community resources available to assist students and families	Social Worker demonstrates extensive knowledge of school and community resources available to assist students and families, and shares knowledge of resources with colleagues.
1e. Demonstrates knowledge of child development and cultural sensitivity	Social Worker lacks sensitivity or respect for cultural diversity and does not possess a basic knowledge of child development.	Social Worker demonstrates a beginning level of understanding of and respect for socio-economic and cultural diversity and child development.	Social Worker demonstrates understanding of and respect for socio-economic and cultural diversity and child development.	Social Worker demonstrates a comprehensive understanding of the various cultures and socio-economic groups represented in the school and community; actively assists school personnel to develop multicultural understanding and an advanced knowledge of child development.
1f. Establishes goals for school social work program appropriate to the school and students	Social Worker has no clear goals for the social work program or they are inappropriate to either the situation or age of the students.	Social Worker's goals for the social worker are rudimentary and are partially suitable to the situation and the age of students.	Social Worker's goals for the social work program are clear and appropriate to the situation and to the age of the students.	Social Worker's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been

				developed following consultations with students, parents and colleagues.
1g. Plans Intervention Services	Recommended interventions are incongruent with student needs.	Recommended interventions are sometimes congruent with student needs.	Recommended interventions are consistently congruent with student needs.	Social Worker has planned interventions that demonstrate a superior level of clinical knowledge for educational planning.
1h. Utilizes data to plan sessions	Social Worker does not utilize available data.	Social Worker usually utilizes data and demonstrates a beginning level of ability to interpret available data.	Social Worker consistently utilizes available data systems and demonstrates the ability to interpret and analyze data.	Social Worker is highly effective in utilizing, interpreting and analyzing data from multiple sources and uses it to adjust interventions in collaboration with school personnel and families.
1i. Develops a plan to evaluate the social work program	Social Worker has no plan to evaluate the program or resists suggestions that an evaluation is important.	Social Worker has a rudimentary plan to evaluate the social worker program.	Social Worker's plan to evaluate the program is organized around clear goals with data to demonstrate degree to which goals have been met.	Social Worker's plan is highly sophisticated and lays out a clear path toward improving the program on an ongoing basis.

Domain 2: Environment	Ineffective	Developing	Effective	Highly Effective
2a. Establishes an environment of respect and rapport	Social Worker makes no attempt to establish rapport; interactions are consistently negative or inappropriate.	Social Worker attempts to establish rapport; interactions are generally positive and appropriate.	Social Worker actively and consistently works to establish rapport; interactions are consistently positive and appropriate.	Social Worker actively and consistently works to establish and maintain rapport; interactions are consistently positive and appropriate, demonstrating sensitivity and concern for others.
2b. Establishes a safe, welcoming and confidential environment	Social Worker fails to maintain adequate safeguards for the privacy and confidentiality of information and lacks understanding of student needs.	Social Worker has a basic knowledge of student needs and seeks further clarification of safeguards for the privacy and confidentiality of information.	Social Worker has a thorough understanding of student needs and knowledge of safeguards for the privacy and confidentiality of information and maintains adequate safeguards in everyday practice.	Social Worker has a thorough knowledge of safeguards related to privacy and confidentiality of information, uses sound judgment in everyday practice, creates an environment that reflects an understanding of student needs and promotes the importance of confidentiality among colleagues.
2c. Demonstrates a culture for productive communication with colleagues and families	Social Worker does not attempt to consult with school personnel, parents, etc.	Social Worker consults with school personnel, parents, etc. when requested.	Social Worker initiates consultation with school personnel, parents, etc.	Social Worker initiates consultation with school personnel, parents, etc.; actively engages others in problem solving process and participates in school wide initiatives.
2d. Organizes work space	The physical environment is in disarray or is inappropriate to providing services.	Social Worker's attempts to create an inviting and well - organized physical environment are partially successful.	The physical environment is inviting.	Social Worker has organized an effective work environment that is welcoming.
2e. Establishes and maintains clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for services, they are not sure how to go about it.	Social Worker has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral are clear and have been developed in consultation with teachers and administrators.

Domain 3: Delivery of Service	Ineffective	Developing	Effective	Highly Effective
3a. Assesses student needs, completes assessments and written reports.	Social Worker conducts cursory and/or inaccurate assessments.	Social Worker conducts basic, accurate assessments with limited professional impressions and recommendations.	Social Worker conducts quality assessments that offer appropriate professional impressions and recommendations.	Social Worker conducts high quality comprehensive assessments; synthesizes data collected; offers detailed professional impressions and recommendations
3b. Communicates goals clearly and accurately.	Social Worker demonstrates little or no ability to communicate effectively.	Social Worker typically uses effective written and oral communication.	Social Worker consistently uses effective written and oral communication.	Social Worker consistently supports students and families to develop goals to maximize student achievement and to understand the impact of various educational choices; promotes the value of client self-determination.
3c. Engages students in developing goals to maximize student achievement, while respecting client self-determination.	Social Worker does not support students in developing goals to maximize student achievement.	Social Worker typically supports students in developing goals to maximize student achievement.	Social Worker consistently supports students in developing goals to maximize student achievement.	Social Worker consistently supports students in developing goals to maximize student achievement and to understand the impact of various educational choices; promotes the value of client self-determination.
3d. Demonstrates collaboration with relevant school personnel and families.	Social Worker does not participate in intra/interdisciplinary team process.	Social Worker participates in intra/interdisciplinary team process and contributes when requested.	Social Worker participates in intra/interdisciplinary team process and actively contributes.	Social Worker participates in intra/interdisciplinary team process and actively contributes, taking a leadership role when appropriate.
3e. Offers crisis intervention services as a member of an interdisciplinary team.	Social Worker lacks basic skill and /or ability to address crisis situations; or declines to offer crisis intervention services.	Social Worker demonstrates basic skill and ability in crisis intervention, and offers services as needed.	Social Worker demonstrates high level of skill and ability in crisis intervention; assists team in assessing level of crisis and planning appropriate interventions.	Social Worker demonstrates high level of skill and ability in crisis intervention; takes initiative in team planning for prevention and intervention.
3f. Implements treatment plans to maximize students' success.	Social Worker fails to implement treatment plan or implementation is mismatched with the findings of assessments.	Social Worker's plan is partially implemented or sporadically aligned with identified needs.	Social Worker's plan is implemented and aligned with identified needs.	Social Worker's plan is implemented and continuously revised to reflect the student needs.

Domain 4: Professional Development	Ineffective	Developing	Effective	Highly Effective
4a. Maintains accurate records and data.	Social Worker does not maintain accurate records and data.	Social Worker generally maintains accurate records and data.	Social Worker consistently maintains accurate records and data.	Social Worker consistently maintains accurate records and utilizes data in planning, management and evaluation of school Social Work services.
4b. Promotes a positive school climate.	Rarely supports district, department, and school mission and vision. Does not fulfill department responsibilities.	Inconsistently supports district, department, and school mission and vision. Occasionally fulfills department responsibilities. Demonstrates basic knowledge of reforms in education and best practice models in School Social Work profession.	Often supports district, department, and school mission and vision. Generally fulfills department responsibilities.	Consistently and effectively supports district, department, and school mission and vision. Always fulfills department responsibilities.
4c. Advocates on behalf of students and families.	Social Worker does not advocate on behalf of students and families.	Social Worker attempts to advocate on behalf of students and families.	Social Worker consistently advocates on behalf of students and families within the school and community.	Social Worker proactively advocates on behalf of students, families, and groups and promotes respectful partnerships, using a multi-level systems approach.
4d. Empowers students and families to gain access to and effectively utilize school and community resources.	Social Worker makes no effort to empower students and families to gain access to school and community resources.	Social Worker typically demonstrates effort to empower students and families to gain access to school and community resources.	Social Worker consistently empowers students and families to gain access to school and community resources; identifies and differentiates appropriate resources.	Social Worker consistently empowers students and families to gain access to school and community resources; identifies and differentiates appropriate resources; conducts follow-up to facilitate effective utilization of resources.
4e. Participates in professional development	Social Worker does not participate in professional development activities.	Social Worker participates in professional development activities when convenient or required.	Social Worker seeks out opportunities for professional development and seeks out resources for PD based on an individual and/or school wide assessment of need.	Social Worker actively participates in professional development opportunities, takes on a leadership role and makes a substantial contribution to the profession/educational community.
4f. Shows Commitment to the values and ethics of Social Work	Social Worker displays little commitment to the values and ethics of the Social Work profession.	Social Worker demonstrates a beginning level of commitment to the values and ethics of the Social Work profession.	Social Worker demonstrates a high level of values and ethics of the Social Work profession.	Social Worker demonstrates distinguished professional values and ethics of the Social Work profession and actively promotes values and ethical standards.

School Librarian Evaluation Rubric

Domain 1: Planning and Preparation	Ineffective	Developing	Effective	Highly Effective
1a. Demonstrates knowledge of literature and current trends in llibrary/media practice and information technology	Librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Librarian demonstrates limited knowledge of literature and of current trends in practice and information technology.	Librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, librarian demonstrates rich understanding of literature and of current trends in information technology.
1b. Demonstrates knowledge of the school's program and student information needs within the program	Librarian demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those strandards.	Librarian demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Librarian demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Librarian takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
1c. Establishes goals for the library/media program appropriate to the setting and the students served	Librarian has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the children.	Librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
1d. Demonstrates knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	Librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Librarian is fully aware of resources available for students and teachers in the school, other schools in the district, and in the larger community to advance program goals.	Librarian is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
1e. Plans the library/media program integrated with the overall school program	Librarian's program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Librarian's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Librarian's plan is well designed to support both teachers and students in their information needs.	Librarian's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
1f. Develops a plan to evaluate the library/media program	Librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Librarian has a rudimentary plan to evaluate the library program.	Librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

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

Domain 3: Delivery of Service	Ineffective	Developing	Effective	Highly Effective
3a. Maintains and extends the library collection in accordance with the school's needs and within budget limitations	Librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Librarian selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3b. Collaborates with teachers in the design of instructional units and lessons	Librarian declines to collaborate with classroom teachers in the design of instructional lessons and units.	Librarian collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Librarian initiates collaboration with classroom teachers in the design of instructional lessons and units.	Librarian initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3c. Engages students in enjoying literature and in learning information skills	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
3d. Assists students and teachers in the use of technology in the library/media center	Librarian declines to assist students and teachers in the use of technology in the library.	Librarian assists students and teachers in the use of technology in the library when specifically asked to do so.	Librarian initiates sessions to assist students and teachers in the use of technology in the library.	Librarian is proactive in initiating sessions to assist students and teachers in the use of technology in the library.
3e. Demonstrates flexibility and responsiveness	Librarian adheres to the plan, in spite of evidence of its inadequacy.	Librarian makes modest changes in the library program when confronted with evidence of the need for change.	Librarian makes revisions to the library program when they are needed.	Librarian is continually seeking ways to improve the library program and makes changes as needed in response to student, parent or teacher input.

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

School Counselor Evaluation Rubric

Domain 1: Planning and Preparation	Ineffective	Developing	Effective	Highly Effective
1a. Demonstrates knowledge of counseling theory and techniques.	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b. Demonstrates knowledge of child and adolescent development.	Counselor displays little or not knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c. Establishes goals for the counseling program appropriate to the setting and the students served.	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents and colleagues.
1d. Demonstrates knowledge of state and federal regulations and of resources both within and beyond the school and district.	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e. Plans the counseling program, integrated with the regular school program.	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f. Develops a plan to evaluate the counseling program.	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment	Ineffective	Developing	Effective	Highly Effective
2a. Creates an environment of respect and rapport.	Counselor's interactions with students are negative or inappropriate, and the counselor doe s not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b. Establishes a culture for productive communication.	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c. Manages routines and procedures.	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
2d. Establishes standards of conduct and contributes to the culture for student behavior throughout the school.	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e. Organizes physical space.	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3: Delivery of Services	Ineffective	Developing	Effective	Highly Effective
3a. Assesses student needs.	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and invidualized assessments of student needs to contribute to program planning.
3b. Assists students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs.	Counselor's program is independent of student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c. Uses counseling techniques in individual and classroom programs.	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d. Brokers resources to meet needs.	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e. Demonstrates flexibility and responsiveness.	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for a change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

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

Lead Teacher Evaluation Rubric

Domain 1: Planning and Preparation	Ineffective	Developing	Effective	Highly Effective
1a. Demonstrates knowledge of current trends in specialty area and professional development.	Lead teacher demonstrates little or no familiarity with specialty area or trends in professional development.	Lead teacher demonstrates basic familiarity with specialty area and trends in professional development.	Lead teacher demonstrates thorough knowledge of specialty area and trends in professional development.	Lead teacher's knowledge of specialty area and trends in professional development is wide and deep; lead teacher is regarded as an expert by colleagues.
1b. Demonstrates knowledge of the district's program.	Lead teacher demonstrates little or no knowledge of the district's program.	Lead teacher demonstrates basic knowledge of the district's program.	Lead teacher demonstrates thorough knowledge of the district's program.	Lead teacher is deeply familiar with the district's program and works to shape its future direction.
1c. Establishes goals for the instructional support program appropriate to the teachers served.	Lead teacher has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Lead teacher's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Lead teacher's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Lead teacher's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed based on qualitative and quantitative data.
1d. Demonstrates knowledge of resources both within and beyond the district.	Lead teacher demonstrates little or no knowledge of resources available in the district for teachers to advance their skills.	Lead teacher demonstrates basic knowledge of resources available in the district for teachers to advance their skills.	Lead teacher is fully aware of resources available in the district and in the larger professional community for teachers to advance their skills.	Lead teacher actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the program.
1e. Plans the instructional support program integrated with the overall district program.	Lead teacher's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Lead teacher's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Lead teacher's plan is well designed to support teachers in the improvement of their instructional skills.	Lead teacher's plan is highly coherent, taking into account the competing demands or making presentations and consulting with teachers, and has been developed based on data collected from teachers and administrators.

Domain 2: The Environment	Ineffective	Developing	Effective	Highly Effective
2a. Creates an environment of trust and respect.	Teachers are reluctant to request assistance from the lead teacher, fearing that such a request will be treated as a sign of deficiency.	Relationships with the lead teacher are cordial; teachers don't resist initiatives established by the lead teacher.	Relationships with the lead teacher are respectful, with some contacts initiated by teachers.	Relationships with the lead teacher are highly respectful and trusting, with many contacts initiated by teachers.
2b. Establishes a culture for ongoing instructional improvement.	Lead teacher conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers don't resist offerings of support from the lead teacher.	Lead teacher promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Lead teacher has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the lead teacher.
2c. Establishes clear procedures for teachers to gain access to instructional support.	When teachers want to access assistance from the lead teacher, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Lead teacher has established clear procedures for teachers to use in gaining access to support.	Procedures for access to lead teacher are clear to all teachers and have been developed based on input from administrators and teachers.
2d. Organizes physical space for workshops or training.	Lead teacher makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Lead teacher makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Lead teacher makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3: Delivery of Service	Ineffective	Developing	Effective	Highly Effective
3a. Collaborates with teachers in the design of instructional units and lessons.	Lead teacher declines to collaborate with classroom teachers in the design of instructional lessons and units.	Lead teacher collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Lead teacher initiates collaboration with classroom teachers in the design of instructional lessons and units.	Lead teacher initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources when needed.
3b. Engages teachers in learning new instructional skills.	Teachers decline opportunities to engage in professional learning from this lead teacher.	Lead teacher's efforts to engage teachers in professional learning are partially successful, with some teachers attending.	Lead teacher's efforts to engage teachers in professional learning are successful and many teachers who attend workshops are engaged in acquiring new instructional skills.	Lead teacher's efforts to engage teachers in professional learning are very successful. All teachers who attend workshops are highly engaged and take initiative in suggesting new areas for growth.
3c. Shares expertise with staff.	Lead teacher's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the lead teacher's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the lead teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the lead teacher's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The lead teacher conducts extensive follow-up with teachers.
3d. Locates resources for teachers to support instructional improvement.	Lead teacher fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Lead teacher's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Lead teacher locates resources for instructional improvement for teachers when asked to do so.	Lead teacher is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
3e. Demonstrates flexibility and responsiveness.	Lead teacher adheres to his/her plan, in spite of evidence of its inadequacy.	Lead teacher makes modest changes in the support program when confronted with evidence of the need for change.	Lead teacher makes revisions to the support program when it is needed.	Lead teacher is continually seeking ways to improve the support program and makes changes as needed in response to input received from teachers and/or administrators.

Domain 4: Professional Responsibilities	Ineffective	Developing	Effective	Highly Effective
4a. Reflects on practice.	Lead teacher does not reflect on practice, or the reflections are inaccurate or self-serving.	Lead teacher's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Lead teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Lead teacher makes some specific suggestions as to how the support program might be improved.	Lead teacher's reflection is highly accurate and perceptive, citing specific examples. Lead teacher draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b. Prepares and submits budgets or reports.	Lead teacher does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Lead teacher's efforts to prepare budgets are partially successful, anticipating most expenditures and following procedures. Reports are sometimes submitted on time.	Lead teacher's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Lead teacher anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
4c. Coordinates work with subject director and/or other lead teachers.	Lead teacher makes no effort to collaborate with subject director and/or other lead teachers.	Lead teacher responds positively to the efforts of subject directory and/or other lead teachers.	Lead teacher initiates efforts to collaborate with subject director and/or other lead teachers.	Lead teacher takes a leadership role in coordinating projects with director and other instructional leaders within or beyond the district.
4d. Participates in a Professional Community	Lead teacher's relationships with colleagues are negative or self-serving, and the lead teacher avoids being involved in district events/projects.	Lead teacher's relationships with colleagues are cordial, and the lead teacher participates in district events/projects when specifically requested.	Lead teacher participates actively in district events/projects and maintains positive and productive relationships with colleagues.	Lead teacher makes a substantial contribution to district events/projects and assumes a leadership role with colleagues.
4e. Engages in Professional Development.	Lead teacher does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Lead teacher's participation in professional development activities is limited to those that are convenient or are required.	Lead teacher seeks out opportunities for professional development based on an individual assessment of need.	Lead teacher actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other teachers.
4f. Shows Professionalism, including integrity and confidentiality.	Lead teacher displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Lead teacher is honest in interactions with colleagues and respects norms of confidentiality.	Lead teacher displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Lead teacher can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.